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ABSTRACT

This monograph was developed to assist teachers in identifying more precise ways to select materials to use in promoting basic skills development. It is meant to be used primarily by teachers of third and fifth grade pupils who must achieve the skills measured in the State Assessment Test required by Florida. Examples are provided of test questions in reading, writing, and mathematics. Sources of instructional materials that reinforce specific skills are provided. These source books are made available throughout the state in teacher workshops conducted by the P. K. Yonge Laboratory School (University of Florida, Gainesville). The appendix includes a description of the workshop component, a pretest instrument, an example of the listings of achievement reports and test foil analysis, lists of reading and spelling words on which students may be assessed, a variety of game suggestions, a list of Statewide Assessment publications and materials that are available from the Florida State Department of Education, and a bibliography of books listed in this sourcebook. (JD)

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SOURCE BOOK FOR TEACHERS:
INSTRUCTIONAL MATERIALS PREPARATION
FOR STATEWIDE ASSESSMENT TEST*
IN ELEMENTARY GRADES

compiled by

Dianne Walsh

Spring, 1981

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P. K. Yonge Laboratory School
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Resource Monograph #27
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*Based on minimum student performance standards to be assessed beginning 1985-86.

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SP 019 196

CONTENTS

Page

PREFACE i

FORWARD iv

READING STANDARDS AND SKILLS 3

READING TEST QUESTION EXAMPLES AND SOURCES:
STATEWIDE ASSESSMENT SKILLS 8

WRITING STANDARDS AND SKILLS 22

WRITING TEST QUESTION EXAMPLES AND SOURCES:
STATEWIDE ASSESSMENT SKILLS 28

MATHEMATICS STANDARDS AND SKILLS 42

MATHEMATICS TEST QUESTION EXAMPLES AND SOURCES:
STATEWIDE ASSESSMENT SKILLS 54

APPENDIX A -- WORKSHOP COMPONENT: RELATING STATE
ASSESSMENT TEST RESULTS TO CURRICULUM PLANNING
AND INSTRUCTIONAL OBJECTIVE DEVELOPMENT 72

APPENDIX B -- WHAT DO YOU KNOW 73

APPENDIX C -- LISTING OF ACHIEVEMENT REPORT 75

APPENDIX D -- TEST FOIL ANALYSIS 77

APPENDIX E -- FLORIDA'S STUDENT ASSESSMENT MINIMAL
LIST FOR READING (SAM-R) 79

APPENDIX F -- FLORIDA LIST FOR ASSESSMENT OF SPELLING 83

APPENDIX G -- GAMES 87

APPENDIX H -- LIST OF STATEWIDE ASSESSMENT PUBLICATIONS
AND MATERIALS 95

BIBLIOGRAPHY 98

PREFACE

This monograph was developed by P. K. Yonge Laboratory School faculty in response to teachers' needs for assistance in identifying ways of being more precise in selecting materials for use with students in promoting basic skill development. It will be distributed through workshops conducted by Laboratory School faculty as a service to public elementary school personnel in Florida.

Emphasis in workshops is on using the information, gleaned from the Florida State Assessment Test, about children in workshop participants' classrooms. Participants are then introduced to a variety of materials and learning centers keyed to skills. In longer workshops teachers are assisted in actually preparing learning centers for use in their own classrooms.

Although workshop focus is on the realities of third- and fifth-grade children in particular classrooms, the information about test interpretation, materials selection, and learning center production is useful to all primary and upper elementary teachers. All are welcome.

Research and development in service to Florida's public schools has been the primary mission of the State's four laboratory schools since 1970. Since then, P. K. Yonge has been deeply involved in forming a link between research and practice, concerning teaching and learning, throughout the State.

55 experimental programs have been developed and tested;

61 research and resource monographs have been published;

64,094 copies of those monographs have been distributed among the schools by bulk mail;

43,310 copies have been sent to teachers and administrators in response to requests;

592 workshops and conferences have been conducted to assist schools in adopting the Laboratory School's experimental programs;

16,825 teachers and administrators have attended those workshops and conferences.

In a 1975 study, the nation's laboratory school directors were asked to identify schools most representative of their image of the "laboratory school of the future." P. K. Yonge was named most frequently.

The model for research and development and dissemination of programs and practices to the State's public schools provides that the Laboratory School employ scholarly procedures as a means of improving its own instructional program and that its projects be formulated and implemented by its teaching faculty. Thus, those teachers who identify problems and needs conduct research and development aimed at their solution. Their own classrooms become the settings for the implementation of projects. Resource assistance is provided, as needed, by a specialist in curriculum research and one in evaluation.

Four steps are involved in implementation of the model: (1) generating relevant, researchable ideas; (2) conducting pilot studies in the Laboratory School; (3) verifying results through field tests in public schools; and (4) assisting public schools in Florida in using findings and products of the Laboratory School's research and development to improve their own instructional programs.

Following verification through field testing, the project director prepares a description of the materials and processes used in the project and reports research findings. This information is published in a research monograph; and if there are accompanying teacher guides and student materials, these are published in one or more resource monographs. These monographs are then distributed to educational leaders in public schools throughout Florida. An evaluation form accompanies each monograph, calling for reader responses as to its value.

The next step is to conduct workshops for those interested in using the project in their schools. These workshops of from one day to three weeks are designed to provide the detailed information and skills required for the program's implementation. The workshops deal not only with the products and findings of specific projects but also with strategies found to be useful in the change process in a school or school system. Such practical information as projected cost of implementation is also included.

After the public school begins a program based upon one of the Laboratory School's research and development projects, contact is maintained between the Laboratory School's project director and the public school's implementor. Contacts are continued through consultations, visits to the school, suggestions distributed through newsletters, and group problem-solving meetings and sharing sessions.

As fieldtest and dissemination procedures are implemented, an ongoing cooperative relationship between those schools involved

and the Laboratory School is sought. From these relationships, feedback is obtained for the extension of previously conducted research to cover new, cooperatively identified problems. Participating teachers, principals, and supervisors from fieldtest schools and those schools in which new projects are first implemented frequently become staff members for later dissemination workshops and conferences. Thus, the circle is completed as cooperating schools collaborate not only in the establishment of the products of the classrooms but also in identifying new problems to be researched in the Laboratory School and in the dissemination processes of the School.

We hope you will enjoy both the monograph and the workshop, finding some solutions to your problems and answers to your questions. We hope, too, you will express your appreciation to your administrators, supervisors, teacher education center directors, and legislators for providing the opportunity for us to share with you in this manner.

Let us hear from you!

Ruth Duncan
Assistant Director for Research
and Dissemination and Public
School Services

FORWARD

In the late 1950's and early 1960's, "Why Johnny Can't Read" was expanded to encompass a concern for why Johnny can't write and why Johnny can't do rudimentary mathematics. That a relatively large number of students seemed to be completing the required number of years in the educational system without the competencies to utilize these practical skills became the focus of much concern of educators and legislators in the State of Florida.

One of the results of this concern was legislative actions leading in 1976 to the passage of the Educational Accountability Act. This act, recognizing that it must be the priority of the Florida educational system to help all students acquire and apply basic skills necessary to perform reading, writing, and mathematics tasks, provided for the State Board of Education to adopt Minimum Performance Standards. Additionally, the law proposed that students in grades three, five, eight, and eleven be assessed for competency in these skills to provide educators, legislators, parents, citizens, and students with information on mastery of the Standards. Districts were directed to establish comprehensive promotion programs based upon the assessment of each student's achievement in meeting Minimum Performance Standards and local educational goals.

Results of the assessment testing describe student achievement of the Minimum Performance Standards and the skills and items which comprise each Standard. There are several assessment reports which can help classroom teachers in the diagnostic process.

The Student Report is a detailed record of each student's achievement of standards, skills, and items. This report can be used by the classroom teacher to note weakness a student might have in a certain skill area and to determine what areas need remedial steps. This report is also useful as a communication to parents.

The Listing of Achievement Report gives information on individual student achievement and gives a class summary listing percents of students' achievement on items, skills, and standards. By analyzing this report, the classroom teacher can determine strong or weak achievement areas for individual students, groups of students, or a total class. Those students having similar problems can be grouped for diagnostic testing and follow-up instruction.

The Foil Analysis Report provides information about what kinds of errors students are making on specific items so that instruction can be tailored to meet student needs. Used in conjunction with the Listing of Achievement Report, the Foil Analysis can assist the classroom teacher in the diagnostic process.

Of course, the first step in interpretation of assessment results should be to determine whether the problems identified by the results actually exist. This information might be obtained by teacher observations, brief tests, or other exercises. After an area of weakness is identified, instruction should be aimed at helping students learn the skill identified with the standard rather than helping them answer particular test items.

This sourcebook is meant to be used by teachers as they seek interesting and creative ways to facilitate instruction of the skills measured in the SAT. On the following pages may be found the standards and skills assessed in grades 3,5,8, and 11; examples of the way test questions might be asked in grades 3 and 5; and sources where instructional material ideas may be located that reinforce specific skills. These source books will be available at the workshop along with additional examples of teacher-made learning materials.

The appendix includes a description of the workshop component, a pretest instrument, an example of the Listing of Achievement Report and Test Foil Analysis, lists of reading and spelling words on which students may be assessed, a variety of game suggestions, a listing of Statewide Assessment publications and materials that are available from the Florida State Department of Education, and a Bibliography of books listed in this sourcebook.

Since the Florida State Assessment Tests measure only basic skills and standards,

> achievement of these minimum standards reflects only the first step in the ladder of instruction. Educators need (1) to be alert to the danger of gearing the curriculum only to these minimum standards and (2) to continue to provide challenging learning experiences in a variety of content areas and levels. For many students, teachers should expect performance or achievement far beyond the minimum standards.*

Much information for this sourcebook came from the following Florida Department of Education publications:

*A Guide to 1979-80 Statewide Assessment Results

Minimum Student Performance Standards for Florida Schools

Florida Statewide Assessment Resource Manual, 1979

Workbook, Reading The Assessment Reports, 1980

Florida's Student Assessment Minimal List for Reading

Florida Lists For Assessment of Spelling

READING

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
#A-THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF A BASIC VOCABULARY AS DETERMINED BY A SPECIFIED WORD LIST.	1. Identify frequently used words by sight.	3	5	8	11
	2. Identify the meanings of frequently used words presented in context.	3	5	8	11
#B-THE STUDENT WILL DETERMINE WORD MEANING FROM A KNOWLEDGE OF WORD PARTS AS USED IN A GIVEN CONTEXT.	3. Identify the meanings of regular plural nouns.	3	5		
	4. Identify the meanings of verbs denoting the past, present, or future.		5	8	
	5. Identify the meanings of:		5	8	
	a. comparative and superlative forms of adjectives; and				
	b. comparative forms of adverbs.				
	6. Identify the meanings of nouns inflected to denote possession.		5	8	
	7. Identify the meanings of compound words.	3	5		
	8. Identify the meanings of words with:		5	8	11
	a. prefixes using only base words that can stand alone; and				
	b. suffixes using only base words that can stand alone.				
	9. Identify the meanings of contractions.	3	5	8	
	10. Identify the meanings of abbreviations.		5	8	
#C-THE STUDENT WILL DEMONSTRATE LITERAL COMPREHENSION SKILLS.	11. Determine the meaning of a sentence which contains negative words.	3	5	8	
	12. Determine the main idea stated in a paragraph.	3	5	8	11

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
	13. Answer:	3	5	8	11
	a. "who" questions about sentences or paragraphs;				
	b. "what" questions about sentences or paragraphs;				
	c. "where" questions about sentences or paragraphs;				
	d. "when" questions about sentences or paragraphs;				
	e. "which" questions about sentences or paragraphs; and				
	f. "how" questions about sentences or paragraphs.				
	14. Identify the order of events in a paragraph.		5	8	11
	15. Identify the cause or effect stated in a paragraph.		5	8	11
	16. Follow written directions.	3	5	8	11
#D-THE STUDENT WILL DEMONSTRATE INFERENTIAL COMPREHENSION SKILLS.	17. Identify the meanings of words in context using:			8	11
	a. example clues;				
	b. direct explanation clues;				
	c. synonym clues; or				
	d. comparison and contrast clues.				
	18. Identify the pronoun referent in a sentence or paragraph.		5	8	11
	19. Identify the main idea implied in a paragraph.			8	11
	20. Identify the cause or effect implied in a paragraph.			8	11
	21. Identify an appropriate conclusion or generalization for a paragraph.			8	11

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)
#E-THE STUDENT WILL DEMONSTRATE EVALUATIVE COMPREHENSION SKILLS.	22. Distinguish between real and unreal actions or events in a paragraph.	3 5 8
	23. Distinguish between facts and opinions in a paragraph.	5 8 11
#F-THE STUDENT WILL DEMONSTRATE THE APPROPRIATE SKILLS FOR OBTAINING INFORMATION.	24. Identify sets of words that are in alphabetical order.	5 8
	25. Obtain appropriate information from pictures, maps, or signs.	5 8 11
	26. Obtain appropriate information from diagrams, tables, graphs, or schedules.	5 8 11
	27. Obtain appropriate information from indexes, tables of contents, or dictionary entries.	5 8 11
	28. Obtain appropriate information from commonly used forms.	8 11
	29. Identify the appropriate source to obtain information using materials such as dictionaries, encyclopedias, atlases, directories, and newspapers.	5 8 11

Design materials that are neither too hard nor too easy, but give children a chance to improve skills in which they are developing proficiency.

15. Develop a variety of instructional materials for each skill area.

STATEWIDE ASSESSMENT SKILLS--READING

Third and Fifth Grade

A1 IDENTIFY FREQUENTLY USED WORDS BY SIGHT. (3 & 5)

Example:

I will say a word, use it in a sentence, and then repeat the word. You are to mark the word that I say from the list on your paper.

"The word you are to mark is fat. The farmer had a fat pig. Fat."

a. hat
b. mat
c. fate
d. fat

Source:

The Reading Corner, 38-40
100 Individualized Activities for Reading, 15-16, 28, 40-46
Mini-Center Stuff, 46-47
Kids' Stuff, 155, 157
Special Kids' Stuff, 271

A2 IDENTIFY THE MEANINGS OF FREQUENTLY USED WORDS PRESENTED IN CONTEXT. (3 & 5)

Example:

Mark the answer that means the same as the underlined word.

Jane has a kitten.

a. pretty toy
b. baby cat
c. good lunch
d. small dog

Source:

Special Kids' Stuff, 17-20, 135-140, 276

A3 IDENTIFY THE MEANINGS OF REGULAR PLURAL NOUNS. (3 & 5)

Example:

Mark the answer that means the same as the underlined word.

The girl loved the kittens.

a. baby dog
b. baby cat
c. baby dogs
d. baby cats

Source:

Learning Centers for Young Children, 217-222
Mini-Center Stuff, 38-39
Center Stuff, 41

B4 IDENTIFY THE MEANINGS OF VERBS DENOTING PAST, PRESENT, OR FUTURE. (5)

Example:

Choose the answer that means the same as the underlined word.

The chickens escaped when the fence broke.

a. will get out
b. got out
c. are getting out
d. get out

Source:

Change for Children, 88-91
Learning Centers for Young Children, 217-222
Mini-Center Stuff, 36
Special Kids' Stuff, 147-152

B5 IDENTIFY THE MEANINGS OF: 1. Comparative & Superlative Forms of Adjectives; and
2. Comparative Forms of Adverbs. (5)

Example:

Read the sentence and choose the answer which means the same as the underlined words.

That book is the lightest one.

a. weighs the most
b. weighs the same
c. does not weigh much
d. weighs the least

Source:

Learning Centers for Young Children, 217-222
Mini-Center Stuff, 44-45
Corning Creative Writing, 147-148, 170
Kids' Stuff, 125-128, 217-218, 234-235
Special Kids' Stuff, 280

B6 IDENTIFY THE MEANINGS OF NOUNS INFLECTED TO DENOTE POSSESSION. (5)

Example:

Read the sentence and answer the question.

Susan is giving Jeff her brother's ball and bat. Who owns the bat?

a. Susan
b. Jeff
c. Susan's brother
d. Susan's brothers

Source:

The Reading Corner, 56-59

B7 IDENTIFY THE MEANINGS OF COMPOUND WORDS. (3 & 5)

Example:

Mark the words that mean the same as the underlined word.

(cont'd)

Source:

The Reading Corner, 56-59
Center Stuff, 115
Kids' Stuff, 108

(cont'd)

Example:

The robin laid its eggs in the birdhouse.

a. a house for a bird
b. crow
c. a funny bird
d. a house for babies

Source:

Special Kids' Stuff, 189-192
Individualization of Activities for Reading, 29-30

B8 IDENTIFY THE MEANINGS OF WORDS WITH: 1. Prefixes Using Only Base Words That Can Stand Alone; and 2. Suffixes Using Only Base Words That Can Stand Alone. (5)

Example:

Choose the best definition for the underlined word.

Miss Smith's class feeds the pets weekly.

a. every day
b. once a month
c. twice a year
d. every seven days

Source:

The Reading Corner, 56-59
Center Stuff, 46-51
More Center Stuff, 17-22
Kids' Stuff, 136, 145-146, 151, 181-183, 189-191
Special Kids' Stuff, 157-168, 17-22
Center Stuff, 46
Learning Centers for Young Children, 193-198
100 Individualized Activities for Reading, 29, 32, 35-36

Note: Following is a list of affixes to be used to assess this skill.

Prefixes [5]	Suffixes [5]
mis-	-er (agent)
re-	-ful
un-	-ly
	-ness
	-teen
	-y

B9 IDENTIFY THE MEANINGS OF CONTRACTIONS. (3 & 5)

Example:

Karen doesn't like ice cream.

a. did not
b. do not
c. does not
d. is not

Source:

The Reading Corner, 56-59
Kids' Stuff, 154
100 Individualized Activities for Reading, 33

Note: Contractions to be used to test this skill are:

[3]	[5]
n't	'll
	'm
	're
	've

B10 IDENTIFY THE MEANINGS OF ABBREVIATIONS. (5)

Example:

Mark the word(s) that mean(s) the same as the underlined abbreviation.

School ends on Jun. 2.

a. July
b. June
c. January
d. Juice

Source:

The Reading Corner, 86-87

Note: Following is a list of possible abbreviations to be used to assess this skill.

Jan.	January	Mon.	Monday	N, N., n, n.	north	a.m., A.M., AM	ante meridiem (before noon)
Feb.	February	Tues.	Tuesday	S, S., s, s.	south		
Mar.	March	Wed.	Wednesday	E, E., e, e.	east	p.m., P.M., PM	post meridiem (after noon)
Apr.	April	Thurs.	Thursday	W, W., w, w.	west		
Jun.	June	Fri.	Friday	NE	northeast	U.S.A., USA	United States of America
Jul.	July	Sat.	Saturday	NW	northwest		
Aug.	August	Sun.	Sunday	SE	southeast	FL	Florida
Sept.	September			SW	southwest		
Oct.	October	Dr.	Drive				
Nov.	November	Rd.	Road	Mr.	mister		
Dec.	December	St.	Street	Mrs.	mistress		
		Ave.	Avenue	Dr.	doctor		

C11 DETERMINE THE MEANING OF SENTENCES WHICH CONTAIN NEGATIVE WORDS. (3 & 5)

Example:

Choose the sentence that means the same as the underlined sentence.

We can not go to the park because it is raining.

a. Rain keeps us from going to the park.
b. Rain is good for the park.
c. It is raining at the park.
d. It rains every day.

Source:

C12 DETERMINE THE MAIN IDEA STATED IN A PARAGRAPH. (3 & 5)

Example:

Read the story and mark the sentence that tells the main idea, or what the story is about.

STORY

Which sentence tells the main idea best?

a.
b.
c.
d.

Source:

The Reading Corner, 63-68
Kids' Stuff, 65-67, 73
Center Stuff, 69
100 Individualized Activities for Reading, 56

C13 ANSWER "WHO", "WHAT", "WHERE", "WHEN", "WHICH", "HOW" QUESTIONS ABOUT SENTENCES OR PARAGRAPHS. (3 & 5)

Example:

Read the story and mark the answer to the question.

STORY

Question?

a.
b.
c.
d.

Source:

The Reading Corner, 68-70
Special Kids' Stuff, 37-40
Change for Children, 75-78
Learning Centers for Young Children, 161
Corning Creative Writing, 146
Center Stuff, 69
100 Individualized Activities for Reading, 48-49, 50-51, 55
Kids' Stuff, 159

C14 IDENTIFY THE ORDER OF EVENTS IN A PARAGRAPH. (5)

Example:

Read the story and choose the sentence that has the facts in the same order as the story.

STORY

Which sentence has the facts in the same order as the story?

a.
b.
c.
d.

Source:

The Reading Corner, 71-72
Special Kids' Stuff, 37-40
Change For Children, 92-95
Learning Centers for Young Children, 103
Cornering Creative Writing, 143
Center Stuff, 69
Kids' Stuff, 70-72, 78
100 Individualized Activities for Reading, 51, 57

C15 IDENTIFY THE CAUSE OR EFFECT STATED IN A PARAGRAPH. (5)

Example:

Read the paragraph and choose the sentence that tells why Jeff did "such and such".

STORY

Why did Jeff do "such and such"?

a.
b.
c.
d.

Source:

The Reading Corner, 72-74
Center Stuff, 69
Special Kids' Stuff, 49-54
Learning Centers for Young Children, 100
100 Individualized Activities for Reading, 50

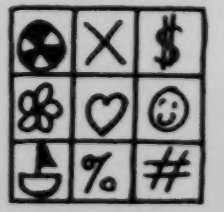
C16 FOLLOW WRITTEN DIRECTIONS. (3 & 5)

Examples:

(3) Read the sentences. Do what you are told.

(5) Put your finger on the sailboat. Move your finger up one box. What picture is your finger on now? Mark the answer that matches the picture your finger is on now.

a. X
b.
c. %
d.



Source:

Kids' Stuff, 63-64, 152-153, 175-176
Special Kids' Stuff, 211-216, 217-220
Mini-Center Stuff, 24-25, 28-29
Center Stuff, 81
100 Individualized Activities for Reading, 90-91
Teacher's Gold Mine, 37

D18 IDENTIFY THE PRONOUN REFERENT IN A SENTENCE OR PARAGRAPH. (5)

Example:

Read the sentence(s) and choose the answer that means the same as the underlined word.

Karen and Susan loved their cat. It was 2 years old.

a. Karen
b. Susan
c. love
d. cat

Source:

Center Stuff, 35
Mini-Center Stuff, 40-41
Kids' Stuff, 153-156

E22 DISTINGUISH BETWEEN REAL AND UNREAL ACTIONS OR EVENTS IN A PARAGRAPH. (3 & 5)

Example:

Read the story and mark the answer that tells what could not really happen.

STORY

What could not really happen?

a.
b.
c.
d.

Source:

Change for Children, 75-78
Cornering Creative Writing, 35-38

14

E23 DISTINGUISH BETWEEN FACTS AND OPINIONS IN A PARAGRAPH. (5)

Example:

Read the story and choose the sentence that is an opinion.

STORY

Which sentence is an opinion?

a.
b.
c.
d.

Source:

Change for Children, 75-78

F24 IDENTIFY SETS OF WORDS THAT ARE IN ALPHABETICAL ORDER. (5)

Example:

Look at the group of words below. Choose the list of words that is in alphabetical order.

a	b	c	d
tree	track	truck	track
track	tree	trout	truck
truck	trout	tree	tree
trout	truck	track	trout

Note: Knowledge of alphabetical order to the third letter will be assessed.

Source:

Change for Children, 28-31
Workjobs, 112-113
Learning Centers for Young Children, 65-71
Center Stuff, 3
100 Individualized Activities for Reading, 19

F25 OBTAIN APPROPRIATE INFORMATION FROM PICTURES, MAPS, OR SIGNS. (5)

Example:

Look at the sign and choose the answer that best tells what the sign means.

a. stop
b. men
c. women
d. poison

Source:

The Reading Corner, 88-90
Change for Children, 64-67
Center Stuff, 190, 222
Learning Centers for Young Children, 210-216

F26 OBTAIN APPROPRIATE INFORMATION FROM DIAGRAMS, TABLES, GRAPHS, OR SCHEDULES. (5)

Example:

NONE

Source:

The Reading Corner, 90-92
Special Kids'Stuff, 237-240
Mini-Center Stuff, 132

F27 OBTAIN APPROPRIATE INFORMATION FROM INDEXES, TABLES OF CONTENTS, OR DICTIONARY ENTRIES. (5)

Example:

NONE

Source:

The Reading Corner, 59-61, 93-95
Center Stuff, 22
Special Kids'Stuff, 231-236
Mini-Center Stuff, 30-31

F29 IDENTIFY THE APPROPRIATE SOURCE TO OBTAIN INFORMATION USING MATERIALS SUCH AS DICTIONARIES, ENCYCLOPEDIAS, ATLASES, DIRECTORIES, AND NEWSPAPERS. (5)

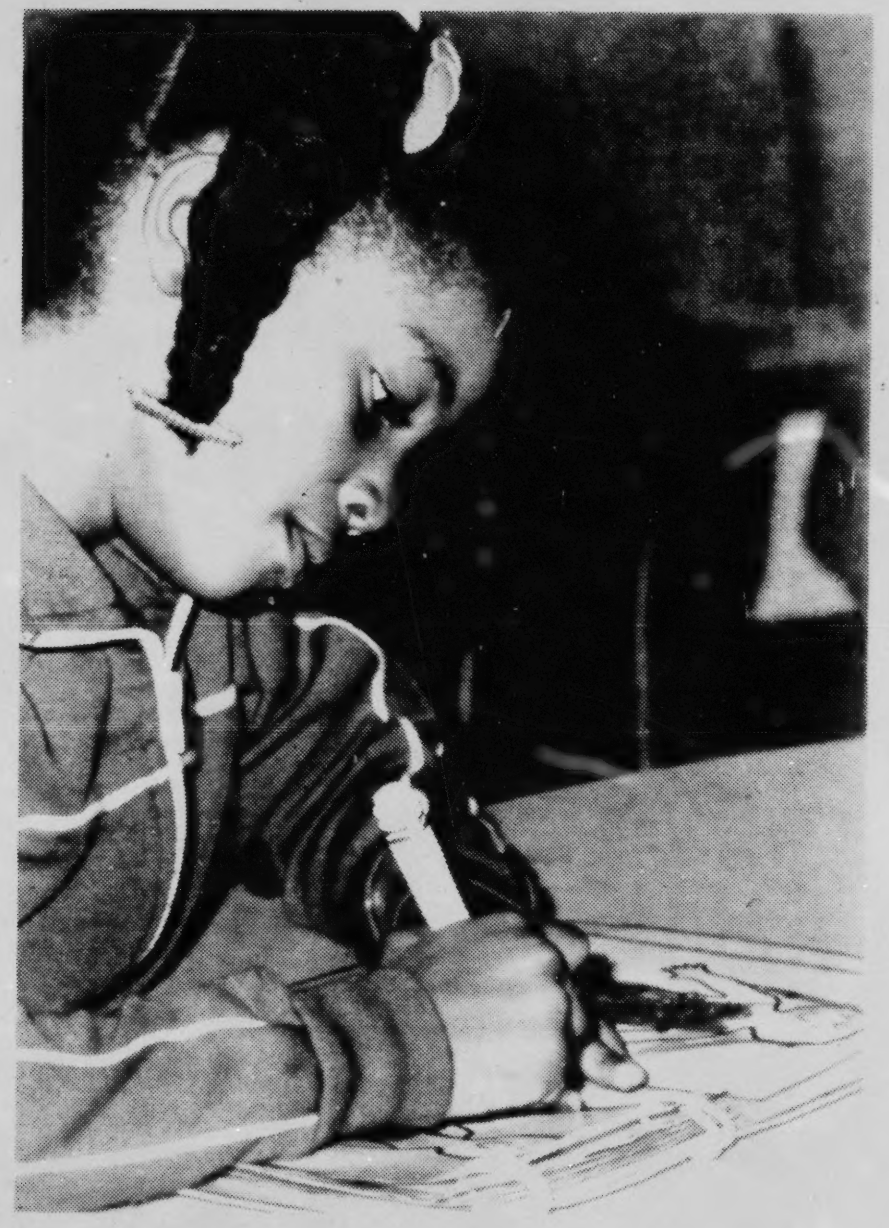
Example:

If you did not know the meaning of a word, where would be the best place to look?

a. in an atlas
b. in a dictionary
c. in the telephone book
d. in a newspaper

Source:

The Reading Corner, 59-61, 95-99
Change for Children, 119
Center Stuff, 10, 22, 30, 74
Special Kids' Stuff, 231-236
Mini-Center Stuff, 30-31, 132, 150



Provide clear directions which will help children use instructional materials independently.

WRITING

Games involve students actively and personally in learning.

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)
#A-THE STUDENT WILL COMPOSE GRAMMATICALLY CORRECT SENTENCES.	1. Dictate grammatically correct sentences.	3
	2. Write the plural form of nouns by adding "s" or "es" to the base word.	5
	3. Complete sentences with the appropriate singular and/or plural forms of nouns.	5 8
	4. Complete sentences with the appropriate forms of regular verbs.	5
	5. Write simple declarative sentences using appropriate English word order.	5
	6. Write simple interrogative sentences using appropriate English word order.	5
	7. Write the plural forms of nouns correctly.	8 11
	8. Use the appropriate forms of common regular verbs in writing.	8
	9. Write declarative sentences having compound subjects and/or verbs.	8 11
	10. Make subjects and verbs agree.	8 11
	11. Use the appropriate forms of common irregular verbs in writing.	8 11
	12. Write compound declarative sentences using appropriate English word order.	8 11
#B-THE STUDENT WILL ORGANIZE OBJECTS AND INFORMATION INTO LOGICAL GROUPINGS AND ORDERS.	13. Classify pictures and shapes under appropriate headings.	3
	14. Arrange a group of four pictures in an appropriate sequential pattern.	3
	15. Classify words naming objects with similar characteristics under appropriate headings.	5

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)		
	16. Arrange events in sequential order.	5	8	
	17. Group words that name objects which are similar.		8	
	18. Generate headings for groups of words or phrases.		8	11
	19. Write a set of simple directions.		8	11
	20. Organize information related to a single topic.		8	11
#C-THE STUDENT WILL WRITE A PARAGRAPH EXPRESSING IDEAS CLEARLY.	21. Dictate a logical sequence of events based on pictorial representations.	3		
	22. Arrange four sentences into a meaningful paragraph.	5		
	23. Write at least two related sentences which expand a specified topic sentence.	5		
	24. Write at least three sentences related to one topic.		8	
	25. Write a paragraph by giving information in support of one topic.			11
	26. Write a paragraph using chronological order.			11
#D-THE STUDENT WILL WRITE FOR THE PURPOSE OF SUPPLYING NECESSARY INFORMATION.	27. Copy an invitation, notice or announcement.	3		
	28. List information (who, what, when, and where) of a given message.	5		
	29. Include the following necessary information from a telephone message: the caller's name, telephone number, and the main idea of the message.		8	
	30. List the items or steps necessary for performing a specified process.		8	
	31. Include in any written message, invitation, or announcement, necessary information such as who, what, when, where, and how.		8	

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)
	32. Include the necessary information when writing messages to make a request, to supply information, or to note an assignment.	11
	33. Include the necessary information when writing brief statements describing the steps of a process or event.	11
#E-THE STUDENT WILL WRITE LETTERS AND MESSAGES.	34. Dictate the contents of a friendly letter.	3
	35. Copy a friendly letter.	3
	36. Write a friendly letter.	5
	37. Address an envelope.	5
	38. Write a simple business letter when specific information is given.	8
	39. Use a proper form when writing a business letter.	8 11
	40. Use a proper form when addressing a business envelope.	8 11
	41. Write a letter of request, adjustment, complaint, application, or opinion, which contains necessary and accurate information.	11
#F-THE STUDENT WILL FILL OUT COMMON FORMS.	42. Complete forms requesting name and age.	3
	43. Complete forms requesting name, age, address, and telephone number.	5
	44. Complete order blanks.	8 11
	45. Complete forms requesting address, telephone number, date and place of birth, and parents' or guardians' names.	8
	46. Complete forms such as: driver's license; employee's withholding form; voter registration; entrance to military service, school, or a training program; insurance; credit; employment; income tax (short form); and Social Security.	11

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)
	47. Complete a money order or a check and its stub.	11
#G-THE STUDENT WILL SPELL CORRECTLY.	48. Spell words needed in writing through grade two.	3
	49. Spell his/her own first and last name.	3
	50. Write letters of the alphabet in sequence.	3
	51. Spell words needed in writing through grade four.	5
	52. Proofread for spelling.	5 8 11
	53. Spell his/her own complete address.	5
	54. Use guide words to locate specified words in a dictionary.	5
	55. Spell words needed in writing through grade seven.	8
	56. Spell months of the year, days of the week, and numbers from one to one hundred twenty-one.	8 11
	57. Use a dictionary to spell words having phonetically regular beginnings.	8 11
	58. Spell words needed in writing through grade ten.	11
	59. Spell commonly used "consumer" words.	11
	60. Spell commonly used "survival" words.	11
	61. Apply generalizations for adding common suffixes.	11
#H-THE STUDENT WILL PUNCTUATE CORRECTLY.	62. Use a period or question mark to punctuate simple declarative or interrogative sentences, respectively.	3 5 8 11

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
	63. Use a period to complete abbreviations of common titles used as proper nouns (Mr., Mrs., Dr.).		5	8	11
	64. Use a comma between names of cities and states and between the day of the month and the year.		5	8	11
	65. Use the comma after the greeting and after the closing of a friendly letter.		5	8	11
	66. Use an apostrophe to form contractions.		5	8	11
	67. Use the comma to separate words in a series.			8	11
	68. Use the comma to set off proper names in direct address.			8	11
	69. Use an apostrophe and "s" to show the possessive of singular and plural nouns which do not end in "s."				11
#1-THE STUDENT WILL CAPITALIZE CORRECTLY.	70. Capitalize the first letter of the first word of a sentence, the pronoun "I," and the first letters in the names of persons.	3	5	8	11
	71. Capitalize a simple greeting and the first word of the closing of a letter.		5	8	11
	72. Capitalize common titles (Mr., Mrs., Dr., Miss) and proper nouns which name persons, days of week, months of the year, and names of streets, cities, states, and countries.		5	8	11
	73. Capitalize commonly used abbreviations for proper nouns.			8	11
	74. Capitalize appropriate words in titles.			8	11
	75. Capitalize proper nouns and proper adjectives which name languages, institutions, companies, historical periods, a deity, important personal titles, and holidays.			8	11

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)
#J-THE STUDENT WILL WRITE LEGIBLY.	76. Use legible manuscript handwriting.	3 5 8 11
	77. Group letters to form words.	3
	78. Space words to form sentences.	3
	79. Write numerals 0-9 legibly.	3
	80. Use legible cursive handwriting.	5 8 11
	81. Space sentences to form a legible paragraph.	5 8 11

STATEWIDE ASSESSMENT SKILLS--WRITING

Third and Fifth Grades

A1 DICTATE GRAMMATICALLY CORRECT SENTENCES. (3)

Example:

Show your students a picture or illustration. Ask one student to make up a short sentence about the picture.

State the beginning of a sentence, such as, "The day we went to _____." Have a student finish the open-ended sentence orally.

Source:

Cornering Creative Writing, 151
Learning Centers for Young Children, 159-164
Creative Language Projects--entire book

A2 WRITE THE PLURAL FORM OF NOUNS BY ADDING "S" OR "ES" TO THE BASE WORD. (5)

Example:

Choose the word that means more than one bear.

a. bearies
b. bear
c. bears
d. beares

Source:

Learning Centers for Young Children, 99
The Reading Corner, 54-56
Mini-Center Stuff, 38-39
Special Kids' Stuff, 153-156, 280

A3 COMPLETE SENTENCES WITH THE APPROPRIATE SINGULAR AND/OR PLURAL FORMS OF NOUNS. (5)

Example:

Choose the word that correctly completes the sentence.

"Two _____ played in the zoo."

a. bear
b. bears

Source:

The Reading Corner, 54-56
Mini-Center Stuff, 38-39
Special Kids' Stuff, 153-156, 280
Learning Centers for Young Children, 99

A4 COMPLETE SENTENCES WITH THE APPROPRIATE FORMS OF REGULAR VERBS. (5)

Example:

Choose the words or word that correctly completes the sentence.

(cont'd)

Source:

The Reading Corner, 54-56
Special Kids' Stuff, 147-152

(cont'd)

Example:

"The boys _____ home yesterday."

a. walk
b. walked
c. walking
d. walks

Source:

Mini-Center Stuff, 36-37
Cornering Creative Writing, 154

A5 WRITE SIMPLE DECLARATIVE SENTENCES USING APPROPRIATE ENGLISH WORD ORDER. (5)

Example:

Choose the group of words that makes the best sentence.

a. She needs a nap.
b. She nap a needs.
c. Need a nap she.
d. Nap she needs.

Source:

Learning Centers for Young Children, 99, 159-164
Cornering Creative Writing, 151 and others

A6 WRITE SIMPLE INTERROGATIVE SENTENCES USING APPROPRIATE ENGLISH WORD ORDER. (5)

Example:

Choose the group of words that asks a question.

a. Did you the cake eat?
b. The cake did you eat?
c. Eat did you the cake?
d. Did you eat the cake?

Source:

Kids' Stuff, 70
Learning Centers for Young Children, 97-98, 159-164

B13 CLASSIFY PICTURES AND SHAPES UNDER APPROPRIATE HEADINGS. (3)

Example:

PICTURES

Mark the word that tells what the pictures are.

a. toys
b. books
c. boys
d. numbers

Source:

Workjobs, 69-107
Mini-Center Stuff, 54-55

B14 ARRANGE A GROUP OF 4 PICTURES IN AN APPROPRIATE SEQUENTIAL PATTERN. (3)

Example:

These pictures are in the wrong order to tell a story. Think of how they should go. Then mark the picture which shows what happened last.

Source:

Change for Children, 92-94
Learning Centers for Young Children, 100
Cornering Creative Writing, 165
Special Kids' Stuff, 37-40

B15 CLASSIFY WORDS NAMING OBJECTS WITH SIMILAR CHARACTERISTICS UNDER APPROPRIATE HEADINGS. (5)

Example:

In which group does apple belong?

a. fruit
b. tools
c. toys
d. oceans

Source:

Change for Children, 100-102, 120
Learning Centers for Young Children, 95
Workjobs, 69-107 (adapted)
Special Kids' Stuff, 11-16

B16 ARRANGE EVENTS IN SEQUENTIAL ORDER. (5)

Example:

Choose the paragraph with the sentences in the order that makes the most sense.

a. paragraph
b. paragraph
c. paragraph
d. paragraph

Source:

Change for Children, 92-94
Special Kids' Stuff, 37-40
The Reading Corner, 71

C21 DICTATE A LOGICAL SEQUENCE OF EVENTS BASED ON PICTORIAL REPRESENTATION. (3)

Example:

Tester shows a set of four pictures in order and has the students narrate a story in three to five sentences in which they relate the events in proper sequence.

Source:

Change for Children, 92-94
Special Kids' Stuff, 37-40

C22 ARRANGE FOUR SENTENCES IN A MEANINGFUL PARAGRAPH. (5)

Example:

Below are four sentences numbered 1, 2, 3, 4. These sentences will make a story if you put them in the correct order. Read the sentences. Choose the answer that shows the sentence order which would make the best story.

Source:

The Reading Corner, 71
Center Stuff, 69-73
Kids'Stuff, 71-72
Special Kids'Stuff, 37-40
Change for Children, 92-94

C23 WRITE AT LEAST TWO RELATED SENTENCES WHICH EXPAND A SPECIFIED TOPIC SENTENCE. (5)

Example:

Choose the answer in which both sentences tell more about the topic sentence.

Topic sentence: Mary is going to school.

a. She will take her books.
b. The weather looks rainy.
c. School begins at 8:00.
d. My favorite food is apple pie.

Source:

Change for Children, 74-77, 107-109
Special Kids'Stuff, 82, 89-94

D27 COPY AN INVITATION, NOTICE,OR ANNOUNCEMENT. (3)

Example:

Copy the invitation.

You are invited to our open house on Thursday, October 3, at 7:30 P.M. Refreshments will be served. Please come.

Source:

Cornering Creative Writing, 17, 18, 22 (adapted)
More Center Stuff, 17-22 (adapted), 116-122

D28 LIST INFORMATION (WHO, WHAT, WHEN, & WHERE) OF A GIVEN MESSAGE. (5)

Example:

Tester reads a message twice. Student reads and answers questions about the message.

Source:

Change for Children, 74-77, 107-109
Special Kids' Sturf, 82, 89-94
More Center Stuff, 77-84

E34 DICTATE THE CONTENTS OF A FRIENDLY LETTER. (3)

Example:

Have the students dictate the contents of a friendly letter describing a recent class activity.

Source:

Cornering Creative Writing, 22, 65-66
More Center Stuff, 41-46

(cont'd)

(cont'd)

Example:

Then have them copy the letter for distribution.

Source:

Center Stuff, 116-122
Mini-Center Stuff, 32-33

E36 COPY A FRIENDLY LETTER. (3) WRITE A FRIENDLY LETTER. (5)

Example:

Give examples of friendly letters for students to copy. (3)

Write a letter to a friend inviting him to a party.

Source:

Cornering Creative Writing, 22, 65-66
More Center Stuff, 41-46
Center Stuff, 116-122
Mini-Center Stuff, 32-33

E37 ADDRESS AN ENVELOPE. (5)

Example:

Use the envelope given you; address it to the following person. Include your return address.

Rob Kain
3685 Pine Street
Gainesville, Florida 32605

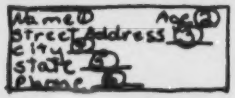
Source:

Cornering Creative Writing, 22, 65-66
More Center Stuff, 41-46
Center Stuff, 116-122
Mini-Center Stuff, 32-33

F42 COMPLETE FORMS REQUESTING NAME AND AGE. (3)
F43 COMPLETE FORMS REQUESTING NAME, AGE, ADDRESS, AND TELEPHONE NUMBER. (5)

Example:

Don Walsh is ten years old. He lives at 4136 Pine Drive, Gainesville, Florida. His telephone number is 378-9817. He must fill out the form below.



What should Don write in space (3)?

Source:

Special Kids' Stuff, 89-94
Change for Children, 75-78
Cornering Creative Writing, 79-100
Special Kids' Stuff, 89-94

G48 SPELL WORDS NEEDED IN WRITING THROUGH GRADE TWO. (3)

Example:

Tester says a word, uses it in a sentence, then repeats the word. Student looks at all the words in his list and marks the correctly spelled word.

Source:

Kids' Stuff, 199-213, 298
Center Stuff, 356-369
100 Individualized Activities for Reading, 78

G49 SPELL HIS/HER OWN FIRST AND LAST NAMES. (3)

Example:

Have student write his name, age, and home phone number on simple forms.

Source:

G50 WRITE LETTERS OF THE ALPHABET IN SEQUENCE. (3)

Example:

The letters below are in ABC order. Mark the letter that goes in the blank.

E F G ___ I J K

a. V
b. D
c. L
d. H

Source:

Cornering Creative Writing, 146
Center Stuff, 3
Special Kids' Stuff, 195
100 Individualized Activities for Reading, 19-34

G51 SPELL WORDS NEEDED IN WRITING THROUGH GRADE FOUR. (5)

Example:

Choose the correctly spelled word to complete the sentence.

The _____ flew away.

a. burd
b. bide
c. bird
d. brid

Source:

Kids' Stuff, 199-213, 298
Center Stuff, 356-369

G52 PROOFREAD FOR SPELLING. (5)

Example:

Proofread the sentences below. Circle the errors and rewrite the paragraph correctly.

Source:

Kids' Stuff, 199-213, 298
Center Stuff, 356-369

PARAGRAPH

G53 SPELL HIS/HER OWN COMPLETE ADDRESS. (5)

Example:

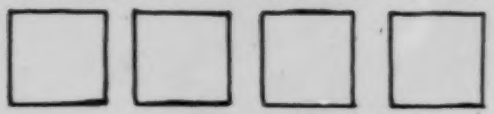
Have students practice completing sample forms.

Source:

Center Stuff, 116-122
Cornering Creative Writing, 22, 65-66
More Center Stuff, 41-46

G54 USE GUIDE WORDS TO LOCATE SPECIFIED WORDS IN A DICTIONARY. (5)

Example:



These are pages from a dictionary. All the words have been covered up except for the guide words. Choose the number of the page where you would find the word age.

a. 7
b. 8
c. 9
d. 10

Source:

Center Stuff, 22-29
Special Kids' Stuff, 231-236

H62 USE A PERIOD OR QUESTION MARK TO PUNCTUATE SIMPLE DECLARATIVE OR INTERROGATIVE SENTENCES, RESPECTIVELY. (3 & 5)

Example:

Choose the sentence with the correct punctuation at the end.

a. Come home with me?
b. Come home with me.
c. Come home with me,

Source:

Center Stuff, 52-57
More Center Stuff, 71-76
Mini-Center Stuff, 22-23
Cornering Creative Writing, 149-150, 152

H63 USE A PERIOD TO COMPLETE ABBREVIATIONS OF COMMON TITLES USED AS PROPER NOUNS (Mr., Mrs., Dr.). (5)

Example:

What is the correct way to punctuate this name?

a. Dr Smith
b. Dr Smith.
c. Dr. Smith

Source:

Special Kids' Stuff, 207-210
Cornering Creative Writing, 152

H64 USE A COMMA BETWEEN NAMES OF CITIES AND STATES AND BETWEEN THE DAY OF THE MONTH AND THE YEAR. (5)

Example:

Choose the correctly punctuated address.

a. Gainesville Florida, 32605
b. Gainesville, Florida 32605
c. Gainesville Florida 32605

Source:

More Center Stuff, 71-76, 41-46
Special Kids' Stuff, 207-210
Cornering Creative Writing, 45, 150, 152, 22
Center Stuff, 116, 122

H65 USE THE COMMA AFTER THE GREETING AND AFTER THE CLOSING OF A FRIENDLY LETTER. (5)

Example:

Which letter below is correctly punctuated?

a. ☐ b. ☐ c. ☐ d. ☐

Source:

Mini-Kids' Stuff, 32-33
Cornering Creative Writing, 145, 150, 152

H66 USE AN APOSTROPHE TO FORM CONTRACTIONS. (5)

Example:

Choose the word that is correctly written.

a. can't
b. c'ant
c. ca'nt
d. cant'

Source:

The Reading Corner, 56-59
Kids' Stuff, 154
100 Individualized Activities for Reading, 33

I70 CAPITALIZE THE FIRST LETTER OF THE FIRST WORD OF A SENTENCE, THE PRONOUN "I", AND THE FIRST LETTERS IN THE NAMES OF PERSONS. (3 & 5)

Example:

Mark the word that should begin with a capital letter.

the boy is six years old.

a. Boy
b. The
c. Six
d. Years

Source:

Cornering Creative Writing, 144
Center Stuff, 88
Special Kids' Stuff, 207-210
More Center Stuff, 23-28

I71 CAPITALIZE A SIMPLE GREETING AND THE FIRST WORD OF THE CLOSING OF A LETTER. (5)

Example:

Which letter is correctly punctuated?

a. ☐ b. ☐ c. ☐ d. ☐

Source:

Cornering Creative Writing, 144
Special Kids' Stuff, 207-210
More Center Stuff, 23-28, 41-46

I72 CAPITALIZE COMMON TITLES (Mr., Mrs., Dr., Miss) AND PROPER NOUNS WHICH NAME PERSONS, DAYS OF WEEK, MONTHS OF THE YEAR, AND NAMES OF STREETS, CITIES, STATES, COUNTRIES.

Example:

Choose the answer that should begin with a capital letter.

Susan moved here from georgia.

a. Georgia
b. Moved
c. Here
d. From

Source:

More Center Stuff, 22-28
Cornering Creative Writing, 144
Special Kids' Stuff, 210

J76 USE LEGIBLE MANUSCRIPT HANDWRITING. (3 & 5)
J80 USE LEGIBLE CURSIVE HANDWRITING. (5)

Example:

Practice writing stories.

Source:

Change for Children, 60-63
More Center Stuff, 35-40

J77 GROUP LETTERS TO FORM WORDS. (3)

Example:

Have students write a funny ending for sentences.

Source:

Change for Children, 60-63
Center Stuff, 116
More Center Stuff, 35-40

J78 SPACE WORDS TO FORM SENTENCES. (3)

J79 WRITE NUMBERS 0-9 LEGIBLY. (3)

Example:

Practice writing numbers 0-9.

Source:

Change for Children, 60-63

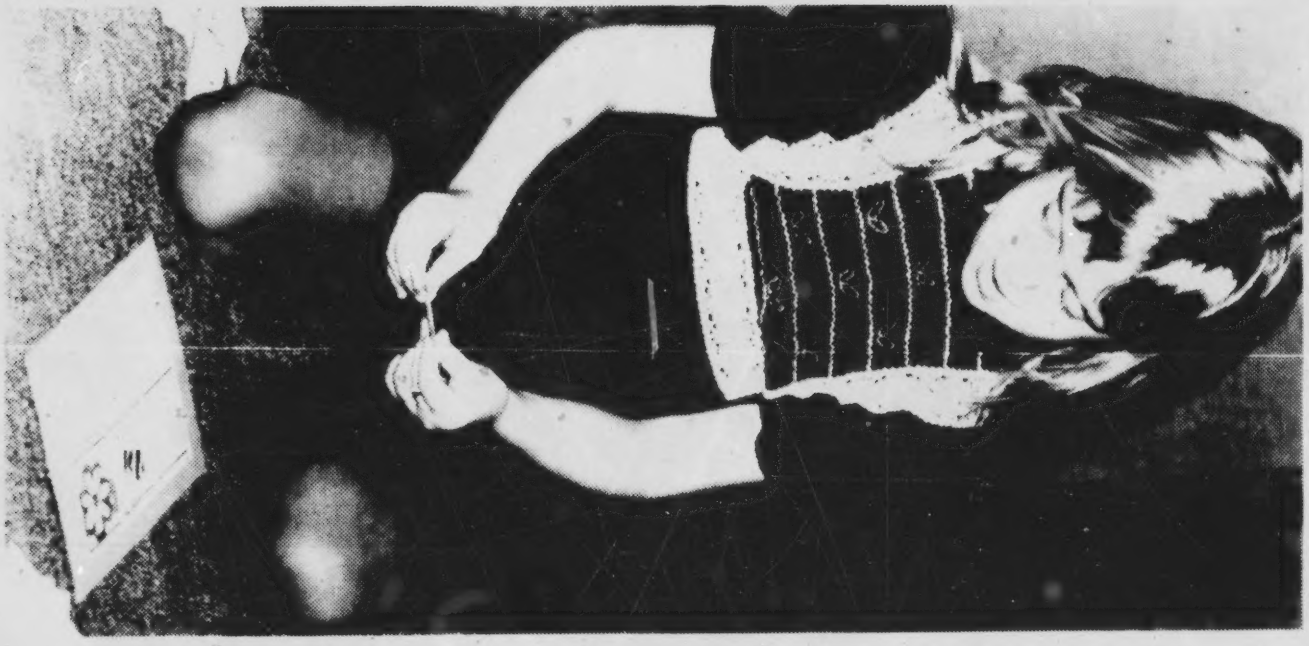
J81 SPACE WORDS TO FORM A LEGIBLE PARAGRAPH. (5)

Example:

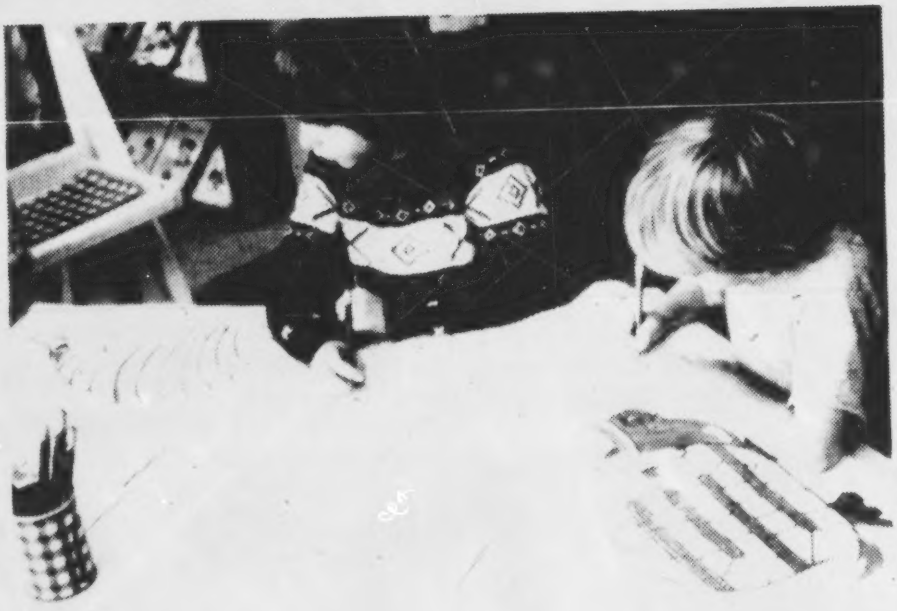
Separate words to make correct word forms. Color a picture.

Source:

Change for Children, 60-63
Center Stuff, 116
More Center Stuff, 35-40



MATHEMATICS



Determine your students' needs and interest before preparing instructional materials.

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)
#A-THE STUDENT WILL READ AND WRITE NUMERALS.	1. Count the number of objects in a set of less than 100 objects.	3
	2. Read and write the numeral for any given whole number less than 100.	3
	3. Read and write word names for whole numbers less than 10.	3
	4. Count the number of objects in a set of less than 1000 objects.	5
	5. Read and write the numerals for any given whole number less than 10,000.	5
	6. Read and write word names for whole numbers less than 20 and multiples of 10 through 100.	5
	7. Read and write, in numerals, money values through five dollars.	5
	8. Read and write the numerals representing any whole number less than ten million.	8
	9. Read and write fractions having denominators of 2,3,4,5,6,8,10,20,25 50, or 100.	8
	10. Read and write a mixed decimal through hundredths, with a whole number component less than 100.	8
	11. Read and write money values through $1,000.	8
	12. Read and write word names for 3-digit whole numbers.	8
#B-THE STUDENT WILL ROUND NUMBERS.	13. Round a whole number less than 100 to the nearest ten.	5
	14. Round a whole number less than 10,000 to any designated place.	8
	15. Round a number less than 10 with no more than two decimal places to the nearest whole number.	8

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
	16. Round a number less than 100 with no more than three decimal places to any designated place.				11
	17. Round a mixed number with a whole number component less than 100 to the nearest whole number.				11
#C-THE STUDENT WILL PUT NUMBERS IN ORDER.	18. Identify the smaller or larger of any two given whole numbers less than 20.	3			
	19. Write the numeral that comes just before, just after, or between given whole numbers less than 100.	3			
	20. Using a reference point, identify the ordinal position of any object in a set of no more than 10 objects.	3			
	21. Put in order three whole numbers less than 1,000.		5		
	22. Using a reference point, identify the ordinal position of any object in a set of less than 100 objects.		5		
	23. Put in order three whole numbers less than 10,000.			8	
	24. Put in order three whole numbers less than 10 million.				11
#D-THE STUDENT WILL DETERMINE EQUIVALENT FORMS OF FRACTIONS, DECIMALS, AND PERCENTS.	25. Identify one-half, one-third, or one-fourth of a given region.	3			
	26. Identify equivalent fractional parts of regions that have been separated into halves, fourths, fifths, eighths, or tenths.		5		
	27. Identify one-half, one-third, or one-fourth of a set having no more than 12 objects, with no remainder.		5		
	28. Identify a fraction that is equivalent to a given proper fraction having a denominator of 2,3,4,5,6, 8,10,20,25,50, or 100.			8	

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)
	29. Identify an improper fraction that is equivalent to a mixed number less than ten with a fraction stated in halves, thirds, fourths, fifths, or tenths.	8
	30. State in decimal form the equivalent of a whole number percent less than 100%.	8
	31. Identify a decimal or percent that is equivalent to a proper fraction having a denominator of 10 or 100.	8
	32. Identify an improper fraction that is equivalent to a mixed number less than 100.	11
	33. Identify a mixed number less than 100 that is equivalent to an improper fraction.	11
	34. Identify a decimal or percent that is equivalent to a proper fraction having a denominator of 2,3,4,5,20, 25,50, or 1,000.	11
#E-THE STUDENT WILL ADD WHOLE NUMBERS.	35. Add two 1-digit numbers (basic facts) given in vertical and horizontal notation.	3
	36. Add three 1-digit numbers, sums through 18, given in vertical and horizontal notation.	3
	37. Add a 2-digit number to a 2-digit number, without regrouping, given in vertical and horizontal notation.	3
	38. Add a 1-digit number to a 2-digit number, without regrouping, given in vertical and horizontal notation.	3
	39. Add three or four 3-digit numbers, given in vertical and horizontal notation, without regrouping.	5
	40. Add a 1-, 2-, or 3-digit number to a 3-digit number, given in vertical and horizontal notation, without regrouping.	5

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)
	41. Add four 3-digit numbers, given in vertical and horizontal notation, with regrouping.	5
	42. Add a 1-, 2-, or 3-digit number to a 3-digit number, given in vertical and horizontal notation, with regrouping.	5
	43. Add three 4-digit numbers.	8
#F-THE STUDENT WILL SUBTRACT WHOLE NUMBERS.	44. Subtract basic facts, sums through 18, given in vertical and horizontal notation.	3
	45. Subtract a 1-digit number from a 2-digit number, without regrouping, given in vertical and horizontal notation.	3
	46. Subtract two 2-digit numbers, without regrouping, given in vertical and horizontal notation.	3
	47. Subtract two 2-digit numbers, given in vertical and horizontal notation, with regrouping.	5
	48. Subtract two 3-digit numbers, given in vertical and horizontal notation, with only one regrouping.	5
	49. Subtract two 4-digit numbers given in vertical and horizontal notation, without regrouping.	5
	50. Subtract two 4-digit numbers, given in vertical and horizontal notation, with only one regrouping.	5
	51. Subtract two 5-digit numbers.	8
#G-THE STUDENT WILL MULTIPLY WHOLE NUMBERS.	52. Determine the total number of objects when given sets of equal amounts, total not exceeding 12.	3
	53. Write basic multiplication facts, given in vertical and horizontal notation, products through 81.	5

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)
	54. Multiply a 1-digit and a 2- or 3-digit number, given in vertical and horizontal notation.	5
	55. Multiply a 2-digit number and a 3-digit number.	8
	56. Multiply two 3-digit numbers.	11
#H-THE STUDENT WILL DIVIDE WHOLE NUMBERS.	57. Group twelve or fewer objects into sets of equal amounts (no remainders).	3
	58. Write basic division facts, products through 81, using ⟌ or ÷.	5
	59. Divide a 2- or 3-digit number by a 1-digit number with remainder zero, without regrouping, using ⟌ or ÷.	5
	60. Divide a 5-digit number by a 1-digit number, with and without regrouping.	8
	61. Divide a 3-digit number by a 2-digit number including multiples of 10.	8
	62. Divide a 5-digit number by a 2-digit number.	11
#I-THE STUDENT WILL ADD, SUBTRACT, AND MULTIPLY FRACTIONS.	63. Add two proper fractions having like denominators, given in vertical and horizontal notation, without simplification.	5
	64. Subtract two proper fractions having like denominators, given in vertical and horizontal notation, without simplification.	5
	65. Add two proper fractions having unlike denominators of 2,3,4,5,6,8, or 10.	8
	66. Subtract two proper fractions having unlike denominators of 2,3,4,5,6,8, or 10.	8
	67. Multiply two proper fractions.	8

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)
	68. Multiply a proper fraction with denominator of 2,3,4,5,6,8, or 10 by a whole number such that the product is a whole number.	8
	69. Add two mixed numbers less than 100, with denominators of 2,3,4, 5,6,8, or 10.	11
	70. Subtract a whole number and a mixed number with denominators of 2,3,4, 5,6,8, or 10.	11
	71. Subtract two mixed numbers with denominators of 2,3,4,5,6,8, or 10.	11
	72. Multiply a whole number and a mixed number.	11
#J-THE STUDENT WILL ADD AND SUBTRACT DECIMALS.	73. Add three numbers, each having no more than two decimal places.	8
	74. Subtract two numbers, each having no more than two decimal places.	8
#K-THE STUDENT WILL MULTIPLY AND DIVIDE DECIMALS.	75. Multiply a whole number and a number having no more than two decimal places.	8
	76. Multiply two decimal fractions, both named in tenths or in hundredths.	8
	77. Divide a decimal named in tenths or hundredths by a 2-digit whole number, such that the quotient is a number named in hundredths with remainder zero.	8
	78. Multiply two numbers, each having no more than two decimal places.	11
	79. Divide two numbers, each having no more than two decimal places.	11
#L-THE STUDENT WILL FIND PERCENTAGES.	80. Find the percentage when given a whole number and a whole number percent less than 100.	11
	81. Find the percentage when given a number with no more than two decimal places and a whole number percent less than 100.	11

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)
#M-THE STUDENT WILL MEASURE TIME, TEMPERATURE, DISTANCE, CAPACITY, AND MASS/WEIGHT.	82. State orally the days of the week in consecutive order.	3
	83. Select a clock that shows a stated time on the hour and half-hour.	3
	84. Use a given unit of measurement (inch, centimeter, non-standard) to determine the length of an object in whole units.	3
	85. State the months of the year in consecutive order.	5
	86. State the date by month, day, and year using a calendar.	5
	87. Tell time on the hour, half-hour, quarter-hour, and in minutes.	5
	88. Determine length, width, or height by measuring objects with centimeters, meters, inches, feet, or yards.	5
	89. Determine capacity by measuring quantities in teaspoons, tablespoons, cups, pints, quarts, gallons, metric cups, or liters.	8
	90. Determine mass/weight by measuring to the nearest gram, kilogram, ounce, or pound.	8
	91. Determine the temperature using Fahrenheit and Celsius thermometers.	8
	92. Determine length, width, or height by measuring objects to the nearest millimeter or 1/8 inch.	11
	93. Estimate the length, width, or height of an object in millimeters, centimeters, feet, or inches.	11
	94. Determine capacity by measuring quantities in milliliters.	11
	95. Estimate capacity in liters, cups, or quarts.	11

STANDARDS	BASIC SKILLS - The student will:		GRADE LEVEL(S)	
	96.	Estimate mass/weight in grams, kilograms, ounces, or pounds.		11
	97.	Identify the freezing and boiling points of water, normal body temperature, and comfortable air temperature in Celsius or Fahrenheit.		11
#N-THE STUDENT WILL IDENTIFY GEOMETRIC FIGURES AND SHAPES.	98.	Identify a circle, square, rectangle, and triangle.	3	
	99.	Identify solids: cube, cylinder, cone, and sphere.		8
	100.	Identify an angle.		8
#O-THE STUDENT WILL DETERMINE THE INFORMATION NEEDED TO SOLVE A PROBLEM.	101.	In solving a real-world problem having one step, determine whether insufficient, sufficient, or extraneous information is given.		8
	102.	In solving a real-world problem having two steps, determine whether insufficient, sufficient, or extraneous information is given.		11
#P-THE STUDENT WILL ESTIMATE SOLUTIONS BY ROUNDING.	103.	Estimate, by first rounding each number to the nearest ten, hundred, or thousand, the solution to a real-world addition problem involving up to 4-digit numbers.		8
	104.	Estimate, by first rounding each number to the nearest ten, hundred, or thousand, the solution to a real-world subtraction problem involving up to 4-digit numbers.		8
	105.	Estimate, by first rounding to designated places, the solution to a real-world addition or subtraction problem.		11
	106.	Estimate, by first rounding each number to the nearest ten, the solution to a real-world multiplication problem involving two 2-digit numbers; and/or estimate, by first rounding each number to the nearest hundred, the solution to a real-world multiplication problem involving two 3-digit numbers.		11

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)
	107. Estimate, by first rounding each number to the nearest ten, the solution to a real-world division problem involving a 2-digit whole number divisor and a 3-digit whole number dividend.	11
#Q-THE STUDENT WILL SOLVE REAL-WORLD PROBLEMS INVOLVING WHOLE NUMBERS.	108. Solve real-world problems involving addition to two 1-digit or two 2-digit numbers, without regrouping.	3
	109. Solve real-world problems involving subtraction of two 1-digit or two 2-digit numbers, without regrouping.	3
	110. Solve real-world problems involving addition of three 3-digit number, with no more than one regrouping.	5
	111. Solve real-world problems involving subtraction of two 3-digit numbers, with no more than one regrouping.	5
	112. Solve one-step real-world problems involving multiplication of a 1-digit number and a 2-, or 3-digit number.	5
	113. Solve real-world problems involving addition or subtraction of 4-digit numbers.	8
	114. Solve real-world problems involving multiplication of a 2-digit number and a 3-digit number.	8
	115. Translate a one-step real-world problem into the appropriate number sentence.	8
	116. Solve real-world problems involving averages of no more than ten numbers and no more than two distinct operations.	11
	117. Solve real-world problems involving one or two distinct whole number operations.	11
#R-THE STUDENT WILL SOLVE REAL-WORLD PROBLEMS INVOLVING FRACTIONS, DECIMALS, AND PERCENTS.	118. Solve real-world problems involving multiplication of a proper fraction and a proper fraction or whole number.	8

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)			
	119. Solve real-world problems involving addition and subtraction of decimals.			8	
	120. Solve real-world problems involving addition or subtraction of proper fractions with unlike denominators of 2,3,4,5,6,8, or 10.				11
	121. Solve real-world problems involving decimals or percents and one or two distinct operations.				11
#S-THE STUDENT WILL SOLVE MONEY PROBLEMS.	122. Identify a set of coins equivalent in value to a given set of coins with the value not to exceed 25¢.	3			
	123. Use addition, without regrouping, to solve real-world problems involving two purchases totaling no more than 50¢.	3			
	124. Use subtraction, without regrouping, to solve real-world problems involving no more than 50¢.	3			
	125. Determine equivalent amounts of up to five dollars using coins and paper currency.		5		
	126. Determine the change to be received from a one dollar bill after the purchase of three items.		5		
	127. Determine equivalent amounts of up to twenty dollars using coins and paper currency.			8	
	128. Solve real-world problems involving purchases with change from a twenty dollar bill.			8	
	129. Solve real-world problems involving comparison shopping for purchases less than ten dollars.			8	
	130. Determine equivalent amounts of up to one hundred dollars using coins and paper currency.				11

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)
	131. Solve real-world problems involving comparison shopping.	11
	132. Solve real-world problems by finding simple interest.	11
	133. Solve real-world problems involving purchases and a rate of sales tax.	11
	134. Solve real-world problems involving purchases and a rate of discount given in fraction or percent notation.	11
#T-THE STUDENT WILL SOLVE MEASUREMENT PROBLEMS.	135. Determine the elapsed time between two events stated in days, months, or years without regrouping.	8
	136. Determine the perimeter of triangles, squares, and rectangles with whole number dimensions.	8
	137. Solve linear measurement problems with centimeters, meters, inches, feet, or yards, using addition or subtraction, with no conversion.	8
	138. Solve capacity problems with liters, cups, pints, or quarts, using addition or subtraction, with no conversion.	8
	139. Solve mass/weight problems with grams, kilograms, ounces, or pounds, using addition or subtraction, with no conversion.	8
	140. Determine the elapsed time between two events stated in seconds, minutes, hours, days, weeks, months, or years.	11
	141. Solve problems involving the perimeter or area of a rectangular region using metric or customary units.	11
	142. Solve problems related to length, width, or height, using metric or customary units up to kilometers or miles, conversion within the system.	11

STANDARDS	BASIC SKILLS - The student will:	GRADE LEVEL(S)
	143. Solve problems involving capacity using units given in a table (milliliters, liters, teaspoons, tablespoons, cups, pints, quarts, gallons), conversion within the system.	11
	144. Solve problems involving mass/weight using units given in a table (milligrams, grams, kilograms, metric tons, ounces, pounds, tons), conversion within the system.	11
#U-THE STUDENT WILL INTERPRET GRAPHS, TABLES, AND MAPS.	145. Read and determine relationships described by pictographs or bar graphs expressed in whole units.	5
	146. Read and determine relationships described by bar graphs or pictographs.	8
	147. Locate a point on a highway map.	8
	148. Using a table of metric measures, convert within the metric system using the following units: mm, cm, m, km, mL, L, mg, g, and kg.	8
	149. Read and determine relationships described by line graphs, circle graphs, or tables.	11
	150. Find the approximate distance between two given points on a highway map, using a scale.	11

STATEWIDE ASSESSMENT SKILLS--MATH

Third and Fifth Grades

A1 COUNT THE NUMBER OF OBJECTS IN A SET OF LESS THAN 100 OBJECTS. (3)

Example:

How many dots are there?

a. 3
b. 13
c. 23
d. 33

Source:

Math Centers, 1-5, 22-23, 24, 25

A2 READ AND WRITE THE NUMERAL FOR ANY GIVEN WHOLE NUMBER LESS THAN 100. (3)

Example:

Student needs to be able to:

1) recognize numerals 1-99.
2) recognize the place value of tens and ones places.
3) read and write numerals 0-9.

Source:

Happy Math, 181-184
Teacher's Gold Mine, 52

A3 READ AND WRITE THE WORD NAMES FOR WHOLE NUMBERS LESS THAN 10. (3)

Example:

What is the number for three?
or What is the word name for 5?

Source:

Pinellas County Mathematics, 1
Teacher's Gold Mine, 53

A4 COUNT THE NUMBER OF OBJECTS IN A SET OF LESS THAN 1000 OBJECTS. (5)

Example:

There are stones in each box. How many stones are there in all?

a. 215 stones
b. 305 stones
c. 35 stones
d. 4 stones

Source:

Games for Individualizing Math Learning, 19-29
Math Centers, 24-27, 29-34
Pinellas County Mathematics, 3

A5 READ AND WRITE THE NUMERALS FOR ANY GIVEN WHOLE NUMBER LESS THAN 10,000. (5)

Example:

Which is six hundred seventy two?

a. 762
b. 267
c. 672
d. 627

Source:

Happy Math, 181-184
Pinellas County Mathematics, 4
Games for Individualizing Math Learning, 28-29
Teacher's Gold Mine, 52

A6 READ AND WRITE WORD NAMES FOR WHOLE NUMBERS LESS THAN 20 AND MULTIPLES OF 10 THROUGH 100. (5)

Example:

What is the word name for 30?

a. twenty
b. thirty
c. fifty

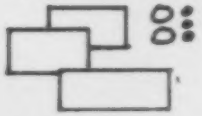
Source:

Pinellas County Mathematics
Special Kids' Stuff, 274-275
Games for Individualizing Math Learning, 28-29

A7 READ AND WRITE, IN NUMERALS, MONEY VALUES THROUGH FIVE DOLLARS. (5)

Example:

How much money is shown?



a. $3.70
b. $3.52
c. $3.10
d. $3.77

Source:

Pinellas County Mathematics, 18-19

B13 ROUND A WHOLE NUMBER LESS THAN 100 TO THE NEAREST TEN. (5)

Example:

Round 94 to the nearest ten.

a. 100
b. 95
c. 90
d. 93

Source:

Pinellas County Mathematics, 3

C18 IDENTIFY THE SMALLER OR LARGER OF ANY TWO GIVEN WHOLE NUMBERS LESS THAN 20. (3)

Example:

Which number is larger?

a. 18
b. 14

Source:

Happy Math, 116
Math Centers, 28

C19 WRITE THE NUMERAL THAT COMES JUST BEFORE, JUST AFTER, OR JUST BETWEEN GIVEN WHOLE NUMBERS LESS THAN 100. (3)

Example:

Which number comes just before 26?

a. 25
b. 27
c. 24
d. 36

Source:

Math Centers, 6-9
Math Centers, 79-80

C20 USING A REFERENCE POINT, IDENTIFY THE ORDINAL POSITION OF ANY OBJECT IN A SET OF NO MORE THAN 10 OBJECTS. (3)

C22 USING A REFERENCE POINT, IDENTIFY THE ORDINAL POSITION OF ANY OBJECT IN A SET OF LESS THAN 100 OBJECTS. (5)

Example:

Mark the flower that is the fifth in line from the pot.

Source:

Workjobs, 182-183, 188-189
Pinellas County Mathematics, 2
Teacher's Gold Mine, 139

C21 PUT IN ORDER THREE WHOLE NUMBERS LESS THAN 1,000. (5)

Example:

Select the list that places the numbers in order from smallest to largest.

a. 666,655,656
b. 655,666,656
c. 656,666,655
d. 655,656,657

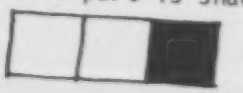
Source:

Math Centers, 67
Pinellas County Mathematics, 2
Teacher's Gold Mine, 41

D25 IDENTIFY ONE-HALF, ONE-THIRD, OR ONE-FOURTH OF A GIVEN REGION. (3)

Example:

What part is shaded?



a. 1/2
b. 1/3
c. 1/4

Source:

Learning Centers for Young Children, 231-235
Teacher's Gold Mine, 50, 218

D26 IDENTIFY EQUIVALENT FRACTIONAL PARTS OF REGIONS THAT HAVE BEEN SEPARATED INTO HALVES, FOURTHS, FIFTHS, EIGHTHS, TENTHS. (5)

Example:

Find out how much of the above shape is shaded. Choose the shape below that has the same amount shaded.

a. b. c. d.

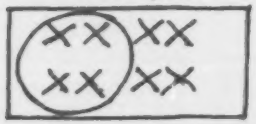
Source:

Learning Centers for Young Children, 231-235
Pinellas County Mathematics, 16
Teacher's Gold Mine, 50, 218

D27 IDENTIFY ONE-HALF, ONE-THIRD, OR ONE-FOURTH OF A SET HAVING NO MORE THAN 12 OBJECTS WITH NO REMAINDER. (5)

Example:

What part of the set of x's is circled?



a. 4/4
b. 1/4
c. 1/3
d. 1/2

Source:

Pinellas County Mathematics, 15

E35 ADD TWO 1-DIGIT NUMBERS (BASIC FACTS) GIVEN IN VERTICAL AND HORIZONTAL NOTATION. (3)

Example:

Add: 4 / +3 or 4+3=___

a. 6
b. 7
c. 8
d. 1

a. 1
b. 8
c. 7
d. 6

Source:

Math Centers, 10-21, 88, 91
Happy Math, 72-77, 157-158, 162-164
Learning Centers for Young Children, 79-82
Workjobs, 136-139, 150-151, 162-165, 170-175, 194-197, 200-211

E36 ADD THREE 1-DIGIT NUMBERS, SUMS THROUGH 18, GIVEN IN VERTICAL AND HORIZONTAL NOTATION. (3)

Example:

Add: 5 / 1 / +3 or 5+1+3=___

a. 8 c. 9
b. 10 d. 7

a. 7 c. 10
b. 9 d. 8

Source:

Teacher's Gold Mine, 65

E37 ADD A 2-DIGIT NUMBER TO A 2-DIGIT NUMBER, WITHOUT REGROUPING, GIVEN IN VERTICAL OR HORIZONTAL NOTATION. (3)

Example:

Add: 21
+34

a. 54
b. 45
c. 56
d. 55

Source:

Happy Math, 46-47, 145-146

E38 ADD A 1-DIGIT NUMBER TO A 2-DIGIT NUMBER, WITHOUT REGROUPING, GIVEN IN VERTICAL AND HORIZONTAL NOTATION. (3)

Example:

Add: 36
+ 3

a. 39
b. 69
c. 63
d. 93

Source:

Math Centers, 86

E39 ADD THREE OR FOUR 3-DIGIT NUMBERS, GIVEN IN VERTICAL AND HORIZONTAL NOTATION, WITHOUT REGROUPING. (5)

Example:

Add: 340
110
213
+112

a. 764
b. 757
c. 775
d. 675

Source:

More Center Stuff, 281-288
Mini-Center Stuff, 87, 90-91
Games for Individualizing Math Learning, 43-45
Happy Math, 46-47
Pinellas County Mathematics, 6

E40 ADD A 1-, 2-, OR 3-DIGIT NUMBER TO A 3-DIGIT NUMBER, GIVEN IN VERTICAL AND HORIZONTAL NOTATION, WITHOUT REGROUPING. (5)

Example:

Add: 561
+ 27

a. 586
b. 578
c. 588
d. 546

Source:

More Center Stuff, 281-288
Games for Individualizing Math Learning, 43-45

E41 ADD FOUR 3-DIGIT NUMBERS, GIVEN IN VERTICAL AND HORIZONTAL NOTATION, WITH REGROUPING. (5)

Example:

Add: 429
113
241
+102

a. 885
b. 896
c. 887
d. 785

Source:

More Center Stuff, 281-288
Mini-Center Stuff, 87, 90-91
Games for Individualizing Math Learning, 43-45

E42 ADD A 1-, 2-, OR 3-DIGIT NUMBER TO A 3-DIGIT NUMBER, GIVEN IN VERTICAL AND HORIZONTAL NOTATION, WITH REGROUPING. (5)

Example:

Add: 365
+ 27

a. 342
b. 392
c. 3412
d. 382

Source:

Teacher's Gold Mine, 65

F44 SUBTRACT BASIC FACTS, SUMS THROUGH 18, GIVEN IN VERTICAL AND HORIZONTAL NOTATION. (3)

Example:

Subtract:
10
- 9

a. 19
b. 1
c. 8
d. 2

Source:

Learning Centers for Young Children, 77-82, 104-109
Workjobs, 162-163
Math Centers, 10-21
Happy Math, 72-77

F45 SUBTRACT A 1-DIGIT NUMBER FROM A 2-DIGIT NUMBER, WITHOUT REGROUPING, GIVEN IN VERTICAL AND HORIZONTAL NOTATION. (3)

59

Example:

Subtract:
34
- 4

a. 3
b. 38
c. 30
d. 83

Source:

Math Centers, 86, 87

F46 SUBTRACT TWO 2-DIGIT NUMBERS, WITHOUT REGROUPING, GIVEN IN VERTICAL AND HORIZONTAL NOTATION. (3)

Example:

Subtract:
19
-13

a. 6
b. 32
c. 212
d. 7

Source:

Teacher's Gold Mine, 65

F47 SUBTRACT TWO 2-DIGIT NUMBERS, GIVEN IN VERTICAL AND HORIZONTAL NOTATION, WITH REGROUPING. (5)

Example:

Subtract:
26
-18

a. 32
b. 18
c. 19
d. 8

Source:

Teacher's Gold Mine, 65

F48 SUBTRACT TWO 3-DIGIT NUMBERS, GIVEN IN VERTICAL AND HORIZONTAL NOTATION, WITH ONLY ONE REGROUPING. (5)

Example:

Subtract:
261
-152

a. 109
b. 353
c. 413
d. 100

Source:

Pinellas County Mathematics, 9-10

F49 SUBTRACT TWO 4-DIGIT NUMBERS, GIVEN IN VERTICAL AND HORIZONTAL NOTATION, WITHOUT REGROUPING. (5)

Example:

Subtract:
9635
-9624

a. 59
b. 12
c. 21
d. 11

Source:

More Center Stuff, 313-318
Mini-Center Stuff, 106-107

F50 SUBTRACT TWO 4-DIGIT NUMBERS, GIVEN IN VERTICAL AND HORIZONTAL NOTATION, WITH ONLY ONE REGROUPING. (5)

Example:

Subtract: 8716-2675=___

a. 6041
b. 4131
c. 6062
d. 6061

Source:

More Center Stuff, 313-318
Mini-Center Stuff, 106-107

G52 DETERMINE THE TOTAL NUMBER OF OBJECTS WHEN GIVEN SETS OF EQUAL AMOUNTS, TOTAL NOT EXCEEDING 12. (3)

Example:

Student should be able to count by multiples of 2,3,4,5, and 5.

Source:

G53 WRITE BASIC MULTIPLICATION FACTS GIVEN IN VERTICAL AND HORIZONTAL NOTATION, PRODUCTS THROUGH 81. (5)

Example:

Multiply:
9
x2

a. 11
b. 18
c. 7
d. 16

Source:

More Center Stuff, 269-273
Learning Centers for Young Children, 153-158
Pinellas County Mathematics, 10-11

G54 MULTIPLY A 1-DIGIT AND A 2-OR 3-DIGIT NUMBER, GIVEN IN VERTICAL AND HORIZONTAL NOTATION. (5)

Example:

Multiply: 123 x 3 =____

a. 369
b. 126
c. 396
d. 162

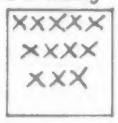
Source:

More Center Stuff, 269-273
Pinellas County Mathematics, 11-12

H57 GROUP TWELVE OR FEWER OBJECTS INTO SETS OF EQUAL AMOUNTS (NO REMAINDERS). (3)

Example:

Divide the balls into two equal groups.
How many balls are in each group?



a. 2
b. 6
c. 5
d. 4

Source:

H58 WRITE BASIC DIVISION FACTS, PRODUCTS THROUGH 81 USING)— OR ÷. (5)

Example:

Divide:
9)81

a. 2
b. 9
c. 8
d. 7

Source:

Pinellas County Mathematics, 13
Teacher's Gold Mine, 62

H59 DIVIDE A 2- OR 3-DIGIT NUMBER BY A 1-DIGIT NUMBER WITH REMAINDER ZERO, WITHOUT REGROUPING USING)— OR ÷. (5)

Example:

Divide:
126÷6=___

a. 32
b. 23
c. 21
d. 25

Source:

More Center Stuff, 257-262
Games for Individualizing Math Learning. 69-71
Pinellas County Mathematics, 13
Mini-Center Stuff, 96-97

I63 ADD TWO PROPER FRACTIONS HAVING LIKE DENOMINATIONS, GIVEN IN VERTICAL AND HORIZONTAL NOTATION, WITHOUT SIMPLIFICATION. (5)

(cont'd)

(cont'd)

Example:

Add:
$\frac{4}{8}+\frac{3}{8}=$ ___

a. 1/8
b. 7/16
c. 1/16
d. 7/8

Source:

More Center Stuff, 275-280
Learning Centers for Young Children, 231-235
Games for Individualizing Math Learning, 88-92
Pinellas County Mathematics, 16

I64 SUBTRACT TWO PROPER FRACTIONS HAVING LIKE DENOMINATORS, GIVEN IN VERTICAL AND HORIZONTAL NOTATION, WITHOUT SIMPLIFICATION. (5)

Example:

Subtract:
4/8
-3/8

a. 7/16
b. 1/16
c. 1/8
d. 7/8

Source:

Learning Centers for Young Children, 231-235
Pinellas County Mathematics, 17

M82 STATE ORALLY THE DAYS OF THE WEEK IN CONSECUTIVE ORDER. (3)

Example:

Student must be able to say the days of the week in order, starting on any given day.

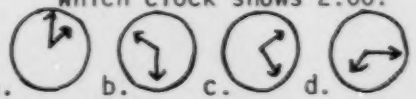
Source:

Workjobs, 74-75
Special Kids' Stuff, 267, 270

M83 SELECT A CLOCK THAT SHOWS A STATED TIME ON THE HOUR AND THE HALF-HOUR. (3)

Example:

Which clock shows 2:00?



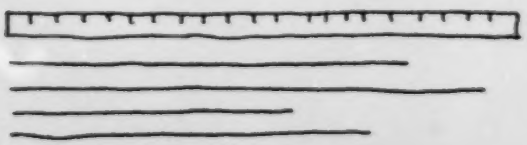
Source:

Learning Centers for Young Children, 123-128
Workjobs, 228-229
Math Centers, 66-69

M84 USE A GIVEN UNIT OF MEASUREMENT (INCH, CENTIMETER, NON-STANDARD) TO DETERMINE THE LENGTH OF AN OBJECT IN WHOLE UNITS. (3)

Example:

Look at the 4 lines below. Which is 5 inches long?



Source:

Change for Children, 68-71
Learning Centers for Young Children, 223-230
Workjobs, 218-219, 220-221
Math Centers, 35-47
Teacher's Gold Mine, 189

M85 STATE THE MONTHS OF THE YEAR IN CONSECUTIVE ORDER. (5)

Example:

What is the next month after February?

a. March
b. January
c. April
d. December

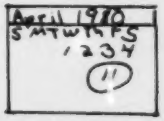
Source:

Special Kids' Stuff, 267
Pinellas County Mathematics, 21

M86 STATE THE DATE BY MONTH, DAY, AND YEAR USING A CALENDAR. (5)

Example:

What is the date circled on the calendar?



a. April 11, 1980
b. April 11, 1979
c. April 1, 1981
d. April 11, 1990

Source:

M87 TELL TIME ON THE HOUR, HALF-HOUR, QUARTER-HOUR, AND IN MINUTES. (5)

Example:

Look at the clock. The time is

a. 9:15
b. 9:45
c. 3:15
d. 3:45

Source:

Center Stuff, 278-282
Mini-Center Stuff, 112-113
Games for Individualizing Math Learning, 109-112
More Center Stuff, 331-335
Learning Centers for Young Children, 123-128
Workjobs, 228-229
Math Centers, 66-78

M88 DETERMINE LENGTH, WIDTH, OR HEIGHT BY MEASURING OBJECTS WITH CENTIMETERS, METERS, INCHES, FEET, OR YARDS. (5)

Example:

How many inches long is the rectangle shown?

a. 1 inch
b. 2 inches
c. 3 inches
d. 4 inches

Source:

Center Stuff, 310-313
More Center Stuff, 289-294
Learning Centers for Young Children, 223-230
Mini-Center Stuff, 108-109
Pinellas County Mathematics, 22

N98 IDENTIFY A CIRCLE, SQUARE, RECTANGLE, AND TRIANGLE. (3)

Example:

Which shape is a circle?

a.
c.
b.
d.

Source:

Workjobs, 230-231
Happy Math, 128-131, 144

Q108 SOLVE REAL-WORLD PROBLEMS INVOLVING ADDITION OF TWO 1-DIGIT OR 2-DIGIT NUMBERS, WITHOUT REGROUPING. (3)

Example:

Rob picked 3 red flowers and 4 yellow flowers. How many flowers did he pick all together?

a. 6 flowers
b. 43 flowers
c. 7 flowers
d. 34 flowers

Source:

Q109 SOLVE REAL-WORLD PROBLEMS INVOLVING SUBTRACTION OF TWO 1-DIGIT OR 2-DIGIT NUMBERS, WITHOUT REGROUPING. (3)

Example:

There are 27 students in our class. 16 students are boys. How many girls are in our class?

a. 11
b. 313
c. 43
d. 12

Source:

Q110 SOLVE REAL-LIFE PROBLEMS INVOLVING ADDITION OF THREE 3-DIGIT NUMBERS, WITH NO MORE THAN ONE REGROUPING. (5)

Example:

At the first city, 252 students got on the bus.
At the second city, 240 students got on the bus.
At the third city, 205 students got on the bus.
How many students were on the bus after it stopped in three cities?

Source:

More Center Stuff, 325-330
Games for Individualizing Math Learning, 133-134
Pinellas County Mathematics, 8
Mini-Center Stuff, 102-103, 110-111

(cont'd)

(cont'd)

a. 698
b. 687
c. 697
d. 797

Q111 SOLVE REAL-WORLD PROBLEMS INVOLVING SUBTRACTION OF TWO 3-DIGIT NUMBERS, WITH NO MORE THAN ONE REGROUPING. (5)

Example:

There were 125 boys and 246 girls at Smith School. How many more girls are there than boys?

a. 121
b. 371
c. 132
d. 211

Source:

Center Stuff, 314-319
More Center Stuff, 317, 325-330
Mini-Center Stuff, 110-111
Games for Individualizing Math Learning, 133-134
Pinellas County Mathematics, 10

Q112 SOLVE ONE-STEP REAL-WORLD PROBLEMS INVOLVING MULTIPLICATION OF A 1-DIGIT NUMBER AND A 2- OR 3-DIGIT NUMBER. (5)

Example:

Karen sold candy to help the band. She sold 5 boxes of candy. Each box had 25 packages of candy in it. How many packages of candy did she sell in all?

a. 210
b. 125
c. 130
d. 145

Source:

Pinellas County Mathematics, 12

S122 IDENTIFY A SET OF COINS EQUIVALENT IN VALUE TO A GIVEN SET OF COINS WITH THE VALUE NOT TO EXCEED 25¢. (3)

Example:

Count the money in the box. Choose the same amount of money below.

a. ☐ b. ☐ c. ☐ d. ☐

Source:

Learning Centers for Young Children, 116-122
Workjobs, 160-161, 224-225, 226-227
Math Centers, 57-61, 64-65, 92

S123 USE ADDITION, WITHOUT REGROUPING, TO SOLVE REAL-WORLD PROBLEMS INVOLVING TWO PURCHASES TOTALING NO MORE THAN 50¢. (3)

Example:

I spent 12¢ for gum and 11¢ for candy. How much did I spend in all?

Source:

Learning Centers for Young Children, 116-122
Math Centers, 62-63

(cont'd)

(cont'd)

a. 32¢
b. 24¢
c. 21¢
d. 23¢

S124 USE SUBTRACTION, WITHOUT REGROUPING, TO SOLVE REAL-WORLD PRBOLEMS INVOLVING NO MORE THAN 50¢. (3)

Example:

Karen spent 30 cents. Susan spent 40 cents. How much more money did Susan spend than Karen?

a. 70¢
b. 10¢
c. 20¢
d. 40¢

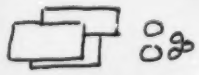
Source:

Learning Centers for Young Children, 116-122

S125 DETERMINE EQUIVALENT AMOUNTS OF UP TO FIVE DOLLARS USING COINS AND PAPER CURRENCY. (5)

Example:

How much money is shown?



a. $3.52
b. $3.62
c. $3.75
d. $3.80

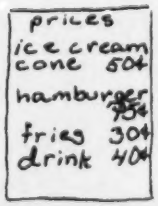
Source:

Center Stuff, 315
Learning Centers for Young Children, 116-122
Math Centers, 57-61

S126 DETERMINE THE CHANGE TO BE RECEIVED FROM A ONE DOLLAR BILL AFTER THE PURCHASE OF THREEE ITEMS. (5)

Example:

Jeff bought an ice cream cone, a hamburger, and french fries. How much change should he get from $1.00?



a. 25¢
b. 15¢
c. 2¢
d. 5¢

Source:

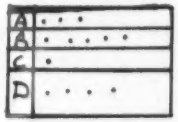
Center Stuff, 325-329
More Center Stuff, 295-300
Mini-Center Stuff, 94-95
Games for Individualizing Math Learning, 103-108
Pinellas County Mathematics, 18-20
Teacher's Gold Mine, 30

U145 READ AND DETERMINE RELATIONSHIPS DESCRIBED BY PICTOGRAPHS OR BAR GRAPHS EXPRESSED IN WHOLE UNITS. (5)

Example:

Who has the most dots? How many dots does C have?

a. 3
b. 1
c. 5
d. 4



Source:

Happy Math, 78-80, 132-133
Pinellas County Mathematics, 23
Learning Centers for Young Children, 180, 202-203
Workjobs, 222-223
Math Centers, 49-55
Teacher's Gold Mine, 222-223

APPENDIXES

108

APPENDIX A

TITLE: RELATING STATE ASSESSMENT TEST RESULTS TO CURRICULUM PLANNING AND INSTRUCTIONAL OBJECTIVE DEVELOPMENT

Component Number: Will be assigned by Teacher Center Staff

Inservice Points: Maximum number of points to be awarded for satisfactory completion of component 12-18

Component Level: ____School ____County ____Individual

____Instructional ____Teacher Center

General Objective: To develop elementary teacher skills in analyzing the results of Florida's SAT and in using the analysis in planning curriculum and instruction.

Specific Objectives: Provided a two- or three-day workshop, elementary teachers will demonstrate skill in:

1. Analyzing results of the Florida SAT and in writing instructional objectives based on the analysis;
2. Assessing and modifying curriculum in light of SAT based objectives; and
3. Developing SAT related materials for use in supplemental instruction by resource persons, parents, and volunteers (optional).

Description of Activities: Participants will engage primarily in hands-on analysis of results yielded by their own pupils and followed by relevant curriculum and instruction diagnosis and modification. A major portion of the time (3/4) will be devoted to developing instructional materials specifically related to up-grading performance in individual elementary schools on the SAT. To accomplish objectives 1 and 2, allocation of times should be concentrated for twelve hours (either two days consecutively or a series of afternoons that are relatively close together). The third objective requires six additional hours and, of course, though helpful, is optional.

Evaluation: The component leader will certify that participants have accomplished the specific objectives by administering a written examination.

The component leader will send a summary of the results of the evaluation to the Teacher Education Center.

The component leader will submit to the Teacher Education Center an Inservice Completion Form for each participant who satisfactorily completes the workshop.

Jean Brown and Dianne Walsh
Names of Component Leaders

P. K. Yonge Laboratory School
School

APPENDIX B

WHAT DO YOU KNOW . . .

1. The Statewide Assessment Test was formulated to provide data to implement:

   a. The 1970 Department of Education Reorganization Act
   b. The 1972 Federal Student Assessment Regulations
   c. The 1976 Educational Accountability Act

2. The Assessment Program tests students in:

   a. Grades 6 and 12
   b. Grades 3, 5, 8, & 11
   c. All grades K-12

3. The Assessment Program is to ascertain the Students' knowledge of:

   a. Basic Skills
   b. Practical Skills
   c. Both of the above

4. The Statewide Assessment Test measures performance in:
   a. reading, math, science
   b. reading, math, social studies
   c. reading, math, writing

5. Assessment results describe student achievement of the minimum performance standards and the skills which comprise each standard.

   TRUE or FALSE

6. A student masters a skill when he/she correctly answers each item.

   TRUE or FALSE

7. The assessment report most useful for analyzing curricular problems for individual students or the total class is the:

   a. Student Report
   b. Listing of Achievement Report
   c. District Report
   d. Foil Analysis

8. The assessment report probably most useful for communicating information to parents is the:

   a. Student Report
   b. Listing of Achievement Report
   c. District Report
   d. Foil Analysis

9. The assessment report probably most useful to teachers and curriculum specialists to identify what kinds of errors students are making is the:

   a. Student Report
   b. Listing of Achievement Report
   c. District Report
   d. Foil Analysis

Page taken directly from Workbook: Reading The Assessment Reports, State of Florida, Department of State, 1980

DISTRICT: SUNSHINE
SCHOOL: ABLE
CLASS: SWANN, MARY

No. of Students
195
44
12

LISTING OF ACHIEVEMENT
1979-1980 STATEWIDE ASSESSMENT PROGRAM
FLORIDA DEPARTMENT OF EDUCATION

3 COMMUNICATION SKILLS
PAGE 1

KEY FOR SKILL ACHIEVEMENT
Blank or Letter Only = Student achieved skill
NT = Student not tested
0 = Item omitted
* = Double grid
If student did not achieve skill, item information is printed:
• = Item correct
A-D = Incorrect answer student chose

| | | |

TEST YOURSELF ON THE LISTING OF ACHIEVEMENT REPORT / COMMUNICATION SKILLS—GRADE 3

Identification Information

1. List by letter the standards measured on the grade 3 Communication Skills test. _____
2. List by number the skills included in Writing Standard B. _____
3. What is the title for Reading Skill H-8? _____
4. How many questions does a student need to answer correctly to achieve Reading Skill A-1? _____
5. How many items are included under Writing Skill G-9? _____
6. How many students were tested in Section 1 of the third grade Communication Skills Test? Section 2? What was the total class size? _____

Individual Student Achievement Information

7. Which items did William Adams answer correctly for Writing Skill B-2? _____
8. Why are there no plus signs for Kathleen Love under Reading Skill F-6? _____
9. Which skills did Marvin Young achieve? _____
10. Which skills did Tamara Raft not achieve? _____
11. Why does James Orwell have five "O"s under Reading Skill A-2? _____
12. Why does William Adams have results for Writing Skills B-2 and 3 and C-4 but has an NT for Writing Skill G-9? _____
13. Why does Jack Zinn have an asterisk for Item 18, Writing Skill G-9? _____
14. How many standards did James Stoutter achieve? _____
15. How many skills did Harvey Toll achieve? _____
16. How many items did Mary Radcliff achieve? _____
17. Why is the statewide data hand-written on this report? _____

Summary Information

18. Which student achieved the fewest items? _____
19. How many items were included on the grade 3 Communication Skills test? Skills? Standards? _____
20. On which items did the class achieve exactly 70 percent? _____
21. What were the skills with the lowest percent of achievement for the class? _____
22. On which skills did the class achieve a higher percent than the school? _____
23. On which skills was the district percent higher than the school? _____

Page taken directly from
Workbook: Reading The Assessment
Reports, State of Florida,
Department of State, 1980

FLORIDA STATEWIDE ASSESSMENT PROGRAM

TEST FOIL ANALYSIS

Page taken directly from Workbook: Reading The Assessment Reports, State of Florida, Department of State, 1980

DISTRICT: 68
SCHOOL: 0130 SUNNYVILLE ELEMENTARY SCHOOL
GRADE: 5
NO. OF STUDENTS: 150 MATHEMATICS

October 1980

RUN DATE: 11-15

	ITEM	PERCENT CHOOSING A or F	B or G	C or H	D or I	OMIT
B2	121	03	02	90*	05	00
B2	122	00	06	10	84*	00
B2	123	15	05	77*	03	00
B2	124	10	01	09	80*	00
B2	125	97*	00	03	01	00
D21	126	01	01	10	88*	00
D21	127	80*	02	02	16	00
D21	128	00	00	30	70*	00
D21	129	09	62*	11	18	00
D21	130	10	10	78*	02	00
A1	131	20	18	44*	19	00
A1	132	92*	01	03	03	00
A1	133	12	11	11	66*	00
A1	134	02	03	90*	05	00
A1	135	01	07	82*	10	00
Q27	136	02	03	03	92*	00
Q27	137	00	00	65*	35	00
Q27	138	01	10	79*	10	00
Q27	139	00	07	87*	07	00
F11	140	13	07	66*	14	00
F11	141	00	00	01	99*	00
F11	142	06	07	15	72*	00
F11	143	85*	04	10	01	00
F11	144	95*	01	03	01	00
F12	145	05	80*	05	10	00
F12	146	10	10	70*	10	00
F12	147	00	88*	06	06	00
F12	148	12	76*	00	12	00
F12	149	99*	01	01	00	00
Q24	150	05	05	88*	00	00
Q24	151	81*	01	10	08	00
Q24	152	08	10	72*	10	00
Q24	153	05	09	80*	05	01
Q24	154	20	03	05	72*	00
G13	155	10	20	68*	02	00
G13	156	00	00	25	75*	00
G13	157	07	83*	05	05	00
G13	158	10	10	79*	01	00
G13	159	00	92*	08	00	01
GH	160	08	10	62*	20	01
GH	161	05	33	05	50*	07
GH	162	05	79*	01	15	00
GH	163	78*	10	02	10	00
GH	164	20	10	68*	02	00
B4	165	15	79*	01	05	00
B4	166	27	53*	09	11	00
B4	167	30	57*	03	10	00
B4	168	00	00	92*	08	00
C4	169	74*	10	10	06	00
H15	170	00	00	99*	01	00
H15	171	20	66*	10	04	00
H15	172	00	82*	10	08	00
H15	173	15	05	77*	03	00
H15	174	05	02	03	90*	00
H16	175	05	05	02	87*	00
H16	176	36	42*	20	02	00
H16	177	92*	03	02	03	00
H16	178	05	05	83*	02	00
H16	179	19	63*	08	10	00
C5	180	08	10	10	72*	00
C5	181	00	00	100*	01	00
C5	182	90*	05	03	02	00
C5	183	00	09	01	90*	00
C5	184	00	05	03	92*	00
C6	185	00	02	10	88*	00
C6	186	00	01	03	97*	00
D6	187	10	70*	10	10	00
D28	188	68*	02	02	28	00
D29	189	05	05	88*	02	00
T28	190	90*	02	02	06	00
T29	191	00	00	90*	20	00
D6	192	05	05	02	88*	00
D6	193	00	25	74*	01	00
I18	194	55*	05	20	20	00
I18	195	05	87*	03	05	00
I18	196	10	01	78*	11	00
I18	197	06	02	82*	10	00
I18	198	05	05	89*	01	00
D7	199	74*	02	04	20	00
D7	200	69*	01	05	25	00
D7	201	07	10	72*	10	00
D7	202	70*	16	07	06	00
D7	203	06	05	12	75*	00
D25	204	80*	04	09	06	01
D25	205	64*	11	21	03	01
D25	206	08	09	75*	07	01
D25	207	93*	02	03	02	00
T28	208	03	26	61*	09	01
T29	209	01	18	12	69*	01
T28	210	76*	15	09	17	01

	ITEM	PERCENT CHOOSING A or F	B or G	C or H	D or I	OMIT
T29	211	55*	04	30	10	00
J19	212	50*	25	05	20	00
J19	213	92*	10	08	00	00
J19	214	97*	03	00	00	00
J19	215	00	98*	02	00	00
T28	216	30	20	08	42*	00
T29	217	56*	04	30	10	00
J20	218	82*	10	08	00	00
J20	219	50*	25	05	20	00
J20	220	03	97*	00	00	00
J20	221	10	05	03	82*	00
J20	222	10	76*	04	10	00
E8	223	20	02	05	72*	00
E8	224	20	67*	03	10	00
E8	225	32*	42	06	00	00
E8	226	05	05	89*	01	00
E8	227	25	10	60*	05	00
X33	228	20	10	02	68*	00
X33	229	03	87*	10	00	00
X33	230	00	72*	03	25	00
X33	231	11	09	79*	01	00
X33	232	92*	06	02	00	00
V32	233	00	00	02	98*	00
V32	234	00	89*	05	06	00
V32	235	99*	01	00	00	00
V32	236	00	05	90*	05	00
V32	237	89*	01	10	00	00

*=Correct Answer Choice
Note: All of the above data is fictitious

TEST YOURSELF ON THE TEST FOIL ANALYSIS

1. What information is presented in the Foil Analysis? _____
2. For what grade and school was this Foil Analysis provided? _____
3. Which items measure skill B-2? _____
4. Is the correct response for Item 121 "C" or "H"? Why? _____
5. What is the correct answer choice for item number 170? Why? _____
6. What percentage of students omitted item number 153? _____
7. What percentage of students answered item number 203 correctly? _____
8. Which standard and skill is measured by item number 237? _____
9. Why do some numbers in the "Percent Choosing" columns for an item add up to 99 or 101? _____

Page taken directly from Workbook:
Reading The Assessment Reports,
State of Florida, Department of
State, 1980

APPENDIX E

FLORIDA'S STUDENT ASSESSMENT MINIMAL LIST FOR READING (SAML-R) GRADE 3 (DEVELOPMENTAL LEVEL: 1)

a	cake	four	hurry	never	right	three	year
about	calf	friend		new	road	time	yellow
after	call	frog	I	next	room	to	yes
again	came	from	ice	night	run	told	you
all	can	fun	if	no		too	your
alone	car	funny	in	noise	said	took	
am	cat	game	is	not	sang	town	zoo
an	catch	garden	it	now	sat	toy	
and	children	gave	jump		saw	train	
animal	coat	get	just	of	school	tree	
any	cold	girl		off	see	trick	
apple	color	give	kitten	oh	she	truck	
are	come	glad	know	old	shoe	try	
around	could	go		on	show	turtle	
as	cow	goes	lamb	once	sing	twin	
ask	cry	gone	last	one	sit	two	
at		good	laugh	or	sleep		
aunt	dark	got	let	other	snow	uncle	
away	day	grass	letter	our	so	under	
	did	green	light	out	some	up	
baby	do	ground	like	over	soon	us	
back	does	grow	little		spring		
bag	dog	guess	live	paint	squirrel	very	
ball	doll		long	parade	stay		
barn	door	had	look	park	step	wagon	
basket	down	hand	lost	party	stop	walk	
be	dress	happy	lunch	peanuts	store	want	
bear	duck	hard		penny	story	was	
because		has	made	people	street	water	
bed	each	hat	make	pet	sun	way	
bee	eat	have	man	picnic	surprise	we	
before	egg	he	many	picture		went	
began	every	head	may	pig	tail	were	
behind		hear	me	play	take	wet	
best	far	hello	men	please	talk	what	
better	farm	help	met	pocket	tell	when	
big	fast	hen	milk	pony	than	where	
bird	father	her	miss	pretty	thank	white	
black	feet	here	money	prize	that	who	
blue	find	high	monkey	pull	the	why	
boat	fine	hill	more	puppy	their	will	
book	fire	him	morning	put	them	window	
box	first	his	mother		then	wish	
boy	fish	hold	much	rabbit	there	with	
bring	fit	home	must	rain	these	woman	
brown	five	honey	my	ran	they	word	
bus	flower	horse	myself	read	thing	work	
but	fly	hot	name	ready	think	would	
buy	for	house	near	red	this		
by	found	how	nest	ride	those	yard	

FLORIDA'S SAML-R GRADE 5 (DEVELOPMENTAL LEVEL: 2 & 3)

able
above
across
act
add
adventure
afraid
age
aim
air
alarm
allow
almost
already
also
always
among
angry
announced
answer
ant
appear
apron
arm
army
arrange
arrive
arrow
attack
automobile
autumn
average
awful
ax

bad
bake
bananas
band
bang
bank
bar
bark
barrel
base
bat
bath
beach
bean

beard
best
beat
beauty
beaver
been
beg
begin
begun
behave
believe
bell
belt
bench
bend
bent
berries
between
beyond
bill
birth
bit
bite
blade
blanket
blast
bless
blew
blind
block
blood
blossoms
blow
board
body
boil
bold
bone
boots
born
borrow
both
bother
bottle
bottom
bought
bow
bowl
branch

brave
bread
break
breath
breeze
brick
bridge
bright
broke
broken
brook
brother
brought
brush
bubbles
bucket
buffalo
build
bulb
bull
bunch
bundle
burn
bush
busy
butter
button

cabin
cage
calm
camera
camp
candle
candy
cannon
cannot
canoe
cap
captain
card
carry
cart
case
cattle
caught
cause
cave
cent

center
certain
chain
chair
chance
change
charge
chase
cheek
cheer
cheese
cherry
chest
chewing
chicken
chief
child
chimney
chin
chocolate
choose
chose
church
circle
city
class
clean
clear
clever
cliff
climb
clock
close
cloth
clothes
cloud
club
coach
coal
coast
coffee
colt
comb
common
company
complete
content
contest
continue

cook
cool
copper
copy
corn
corner
correct
cost
costume
count
country
courage
course
cousin
cover
crack
crash
crawl
cream
creek
crept
cross
crowd
crown
cup
curious
curtain
cut

dad
damp
dance
danger
dare
dash
daughter
dawn
dead
dear
decide
deck
deep
deer
depend
desert
desk
diamond
die
dig

dime
dine
dinner
dirt
dish
dive
divide
doctor
dollar
done
donkey
drag
drank
draw
dream
drew
drift
drink
drive
drop
drove
drum
dry
dug
during
dust

eager
eagle
ear
early
earn
earth
east
easy
edge
eight
either
elephant
elevator
eleven
else
empty
end
engine
enjoy
enough
enter
escape

even
event
ever
example
except
excited
excitement
exciting
exclaim
excuse
exercise
expect
explain
extra
eye

face
faint
fail
fair
fall
family
fancy
farther
fat
fault
fear
feast
feather
fed
feed
feel
fell
fellow
felt
fence
few
field
fifteen
fifth
fifty
fight
fill
finger
finish
fix
flag
flame
flash

flat
float
floor
flour
flow
fog
fold
follow
food
fool
foot
force
forest
form
forth
fortune
forty
forward
fox
frame
free
freezing
fresh
frightened
front
fruit
full
fur

garage
gas
gate
gather
gay
gaze
gentle
giant
gift
glance
glass
gold
goose
grab
grain
gray
great
grew
grin
group
grown

guard
guide
gun

hair
half
hall
hammer
hang
happen
harbor
harm
harness
hate
hay
heat
heaven
heavy
heel
held
herd
hero
hid
hide
history
hit
hole
holiday
hollow
honor
hook
hop
hope
horn
hose
hospital
hour
huge
hundred
hung
hungry
hunt
hurt
husband

idea
ill
imagine
important
inch
indeed
inn
inquire
insect
instead
interest
invite
iron
island

jar
jelly
jet
jewels
job
join
joke
journey
joy
judge
juice

keep
kept
key
kick
kill
kind
king
kiss
kitchen
kite
knew
knife
knight
knock

lady
laid
lake
land
lap
large
late
law
lay
lazy
lead
leaf
lean
learn
leave
led
left
leg
less
lesson
library
lie
life
lift
line
lion
list
listen
load
lock
log
loose
lose
lot
loud
love
low
lumber
lump
lying

machine
mad
magic
mail
main
manage
map
march
mark
market
marry
master
match
mate
matter
mayor
meadow
meal
mean
meat
meet
melt
merry
message
metal
mice
middle
might
mile
mill
mind
mine
minute
mistake
mix
model
moment
month
moon
most
motor
mount
mountain
mouse
mouth
move
mud

nail
narrow
nation
neat
neck
need
needle
neighbor
neither
net
nice
nine
nod
none
north
note
notice
number
nut

oak
ocean
offer
office
often
oil
only
open
orange
order
organ
ought
oven
owl
own

pack
page
paid
pail
pair
palace
pale
pan
paper
part
pass
passenger
paste
patch
path
paws
pay
pen
pencil
perhaps
piano
pick
pie
piece
pile
pillow
pilot
pin
pine
pink
pipe
pitch
place
plain
plan
plane
plant
plate
pleasant
plenty
plow
point
pole
police
polite
pond
pool
poor
pop
porch
possible
post
pot
potato
pound
pour
power
practice
prepare
present
president
press
price
print
probably
promise
proud
prove
purple
push
puzzle

queen
question
quick
quiet
quite

race
radio
raise
ranch
rather
reach
real
rear
reason
receive

recognize
record
refuse
remain
remember
repeat
reply
rescue
respect
rest
ribbon
ribs
rice
rich
rid
ring
ripe
river
roar
rock
rode
roll
roof
root
rope
rose
round
route
row
rub
rubber
rule
rush

sad
safe
sail
sale
salt
same
sand
sandwiches
sank
satisfy
save
say
scarce
scatter
scene
scratch

screamed
sea
search
season
seat
second
secret
seed
seem
seen
seize
sell
send
sense
sent
serious
serve
set
seven
several
shade
shadow
shake
shall
shape
share
sharp
shed
sheep
sheet
shelf
shell
shine
ship
shirt
shook
shoot
shop
shore
short
shot
should
shout
shut
shy
sick
side
sign
signal
silent

silly
silver
simple
since
single
sir
sister
six
size
skates
skin
sky
sled
slept
slide
slip
slow
small
smart
smell
smile
smoke
smooth
snake
snap
soap
socks
soft
sold
son
song
sorry
sort
sound
soup
south
space
spare
spark
speak
special
speed
spend
spider
spin
spirit
splash
split
spoil
spoke

spot
spread
stage
stair
stamp
stand
star
stare
start
startled
state
station
steal
steam
steel
steep
steer
stem
stick
stiff
still
stir
stone
stood
storm
straight
strange
straw
stream
stretch
strike
string
strip
strong
struck
struggle
study
stuff
such
sudden
suit
summer
supper
suppose
sure
swallow
swam
sweep
sweet
swift

swim
swing
switch

table
taken
tall
tank
tap
taste
taught
teach
team
teeth
telephone
television
ten
tender
tent
terrible
test
thick
thief
thin
third
thirteen
thirty
though
thought
thousand
thread
threw
throat
throw
ticket
tie
tight
till
tiny
tip
tire
today
together
tomorrow
tool
tooth
top
tossed
touch
toward

tower
track
trade
traffic
trail
trap
travel
treasure
tremble
tribe
trip
trouble
true
trunk
trust
truth
tube
tune
tunnel
turn
twelve
twenty
twice
ugly
until
upon
use
usual

vacation
valley
vegetable
village
visit
voice

wake
wait
wall
wander
war
warm
warn
wash
waste
watch
wave
weak
wear
weather

week
weigh
welcome
well
west
wheat
wheel
which
while
whip
whisper
whistle
whole
whose
wide
wife
wild
win
wind
wing
winter
wiped
wire
wisdom
wise
woke
wolf
women
wonder
wood
wool
wore
world
worm
worn
worry
worse
worth
wrap
wreck
write
wrong
wrote

yet
young

122

APPENDIX F

FLORIDA DEPARTMENT OF EDUCATION

FLORIDA LIST FOR ASSESSMENT OF SPELLING

GRADE 03

AM
BACK
BAG
BAT
BEE
BELL
BLACK
BOX
BOY
BUS
CAME
CAP
CHAIR
CROSS
DIG
DOG
DOLL
DUCK
END
FAT
FENCE
FLAG
FLY
FOX
FROG
GATE
GOOSE
GREEN
HEN
HILL
HIM
HORN
I
IN
IS
KEY
KING
LOCK
LOT
MOON
NAIL
NEST
NUT
ON
PAIL
PAN
PIG
POP
RAG
RING
ROCK
ROOF
SHE
SHOE
SING
SLED
TAG
TENT
TO
TRUCK
UNDER
UP
US
WATCH
WE
WELL
WHEEL
WING
YARD
ZOO

70 TOTAL WORDS FOR GRADE 03

FLORIDA DEPARTMENT OF EDUCATION

FLORIDA LIST FOR ASSESSMENT OF SPELLING

GRADE 05

ABOUT	CAN'T	FISH	HOT	MOVE
ABOVE	CANDY	FLOAT	HOUR	MUCH
AFTER	CAR	FLOOR	HOUSE	MY
AGAIN	CARRY	FLOWER	HOW	NAME
ALL	CAT	FOOD	HUG	NEAR
ALONG	CATCH	FOOT	HUNT	NEVER
ALSO	CITY	FOR	HURT	NEW
ANOTHER	CLASS	FORK	I'M	NICE
ANY	CLEAN	FOUND	ICE	NIGHT
APPLE	CLOCK	FROM	JUMP	NO
ARE	CLOTH	FULL	JUST	NOON
ARM	COAT	FUN	KICK	NOSE
AROUND	COLD	GAME	KISS	NOT
ASK	COME	GARDEN	KITE	NOW
ATE	CORN	GAVE	KNOW	OF
AWAY	COULD	GET	LAZY	OFF
BABY	COW	GIRL	LEARN	OLD
BALL	CROWN	GIVE	LEG	OR
BARN	DAY	GLAD	LET	OTHER
BE	DEAR	GLASS	LETTER	OUR
BEAR	DID	GO	LIE	OUT
BEAT	DIE	GONE	LIGHT	OUTSIDE
BECAUSE	DISH	GOOD	LIKE	PAINT
BED	DON'T	GRADE	LINE	PAIR
BEFORE	DONE	GRASS	LITTLE	PART
BELONG	DOOR	GRAY	LIVE	PARTY
BESIDE	DOWN	GROUND	LOAD	PASS
BEST	DRAG	GROW	LONG	PET
BIG	DRESS	HAIR	LOOK	PIE
BIRD	DROP	HAND	LOST	PLACE
BLUE	EACH	HAPPEN	LOVE	PLAY
BOAT	EAR	HAPPY	LOW	PLEASE
BOOK	EARLY	HARD	MADE	PONY
BORN	EASY	HAT	MAIL	PULL
BOTH	EAT	HAVE	MAKE	PUSH
BRIGHT	EGG	HE	MAN	PUT
BROTHER	EYE	HELP	MANY	RABBIT
BROWN	FACE	HER	MAY	RAIN
BURN	FAIR	HERE	ME	RAN
BUSY	FALL	HIGH	MEAN	READ
BUTTER	FAR	HIT	MEAT	RED
BUY	FARM	HOME	MILK	RICH
BY	FAST	HOP	MOST	RIDE
CAKE	FATHER	HOPE	MOTHER	RIGHT
CAN	FIRST	HORSE	MOUSE	ROAD

FLORIDA DEPARTMENT OF EDUCATION

FLORIDA LIST FOR ASSESSMENT OF SPELLING

GRADE 05

RODE
ROLL
ROOM
ROPE
ROUND
RUN
RUSH
SAID
SAW
SAY
SEAT
SEE
SHALL
SHORT
SHOULD
SHOW
SHUT
SIDE
SISTER
SIT
SLEEP
SLOW
SMALL
SMOKE
SO
SOAP
SOME
SOMETHING
SOMETIME
SOON
SOUND
STAR
START
STAY
STILL
STOP
STORE
STORM
STORY
STREET
STRING
STRONG
SUCH
SUN
SWIM
SWING
TAKE
TALK
TALL
TANK
TEAM
THAN
THAT
THEIR
THEM
THEN
THERE
THEY
THING
THINK
THIS
THOSE
TIE
TIME
TODAY
TOLD
TOO
TOOK
TOWN
TRAIN
TREE
TRIP
TRY
TURN
VERY
WALK
WANT
WARM
WAS
WATER
WAY
WEEK
WENT
WERE
WHAT
WHEN
WHERE
WHIP
WHITE
WHO
WHY
*WIG
WILL
WIN
WITH
WOOD
WOULD
WRITE
WROTE
YEAR
YELLOW
YOU
YOUR

328 TOTAL WORDS FOR GRADE 05

Games help children learn in a natural way - through play, experience, and discovery.

GAMES

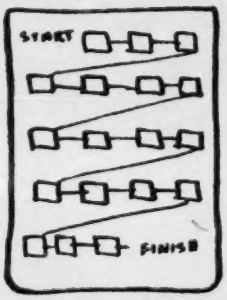
The game suggestions that follow are ones that can be adapted to a wide variety of skills that are tested on the Florida Statewide Assessment Test.

TIPS

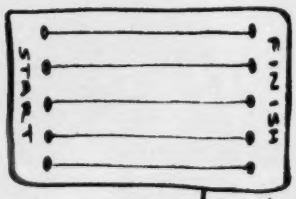
1. Make games bright and attractive.
2. Laminate or cover activities with clear contact.
3. Round off edges of game boards.
4. Outline edges of boards with magic marker.
5. Make use of a variety of materials... press-on letters, fabric, wallpaper,
6. Store in plastic zip loc bags, manilla envelopes, clear plastic shoe boxes, hosiery boxes, etc.
7. Sort games for storage according to the skills they reinforce.

BOARD GAMES

Board games can be developed for almost any kind of skill practice. Movement on game boards can be through a variety of methods... drawing cards, throwing dice, turning a spinner, etc. Markers for each child can be pawns, old game pieces, corks, discarded tops of magic markers, etc. Obstacles may be included on game board to add interest or use of reward and punishment cards. Games must be neither too easy nor too hard but should be developed to give students a chance to improve skills and develop proficiency.



left-to-right Progression game boards



Parallel game board

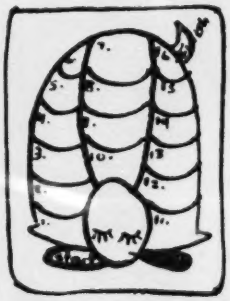
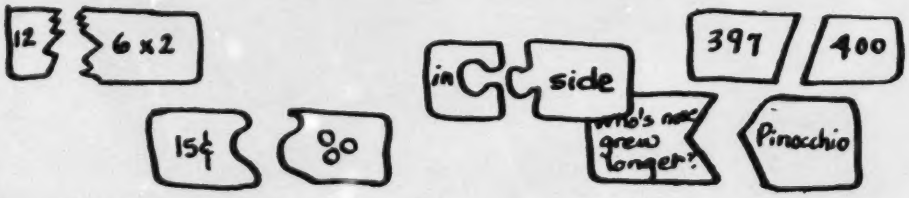


figure game board

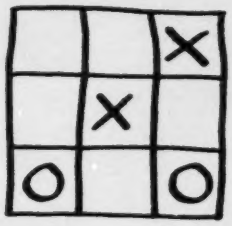
PUZZLE CARDS

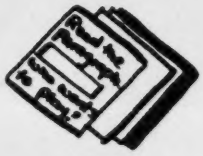
These activities are usually played by an individual and are self-correcting by design. Puzzle Cards can be developed for a wide variety of skills.



TIC TAC TOE

Make and laminate a large tic-tac-toe board or draw one with permanent black magic marker on a chalkboard slate. The player selects a card from the deck of task cards and performs the task required. If correct, the player places a cardboard [X] or [O], or if using chalkboard makes one with chalk. If incorrect, the play goes to the opponent, who draws a card and attempts to answer correctly. Task cards answered, correctly or incorrectly, are placed on the bottom of the pile. The first player to have three X's or O's straight across wins.

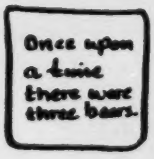


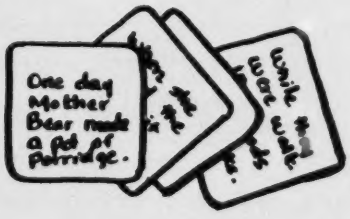


Answers to task cards can be placed on backs of cards.

SEQUENCING CARDS

Player places a group of story picture or story word cards in sequence that makes sense. These cards can be made self-correcting by coding the back of each card.





CARD GAMES

ROOK ... In these kinds of card games all of the cards are dealt and the player playing a card of the highest value takes all of the cards. The player with the most sets of cards wins.

FISH ... In "fish" games all of the cards are dealt. A player asks his opponent for a card of a particular type to match one that he holds in his hand. If his opponent gives him the card, he has a match and puts it on the table in front of him. If the opponent does not have the card asked for he says "fish" and play moves to next player. The player making the most matches at the end of the game wins.

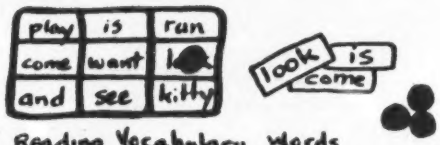
RUMMY ... In these kinds of games a certain amount of cards are dealt to each player - usually 5-7 cards. The object of the game is to make groups of like cards by drawing them from a draw or discard pile. The player with the most groups (books) wins.

OLD MAID ... All cards are dealt in these games. In turn, each player draws from an opponent attempting to match cards in his hand. One card has no match ... the "old maid", "lemon", etc. The person left with this card at end of game is the loser. The person with most matches wins.

WAR ... All cards are dealt face down. Players do not look at cards in their hand. Simultaneously players each turn over one card, watching for matching pairs. The player who first calls the match gets all turned up cards.

BINGO AND LOTTO GAMES

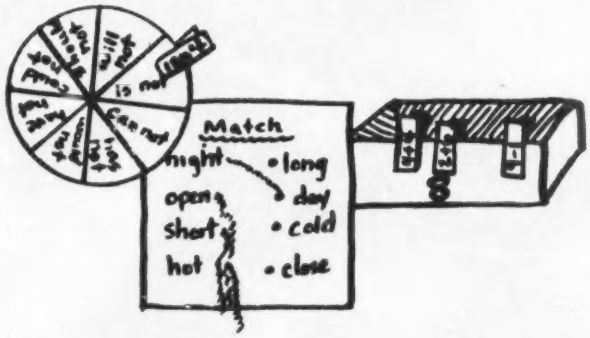
Bingo and lotto games can be created for a multitude of skills reinforcement. Each player has a playing card different from other players, but with many of the same items that appear on other cards. A "caller" chooses a calling card from the deck and shows or says what the card is. Players who have the designated answer on their cards cover that square with a marker. Player that first completes a row horizontally, vertically, or diagonally wins. Can also be played that winner has to cover all squares to win.



Reading Vocabulary Words

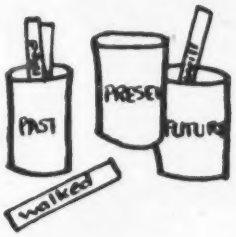
MATCHING ACTIVITIES

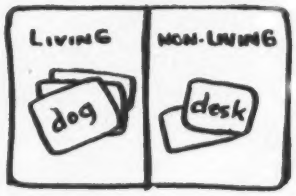
The activities might use clothespins, rubber bands, laces, electric wires, etc. Generally these activities are played by individuals and are self-correcting

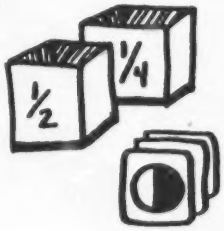


CATEGORIZING ACTIVITIES

Player sorts a group of cards into designated categories. Cards can be coded on the back to provide correct answers.

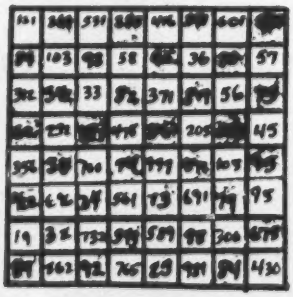






CHECKERS

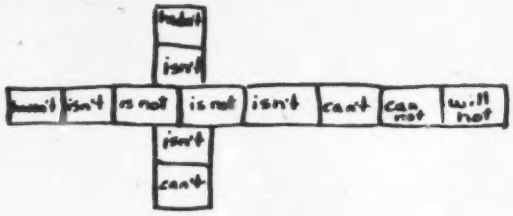
Use old checker boards or make your own from poster board and laminate. On each square write a word to be read or a math problem to be solved, etc. Players play checkers in the normal way, but they cannot move to another space or jump another player unless they correctly read the word or solve the problem on the space they would land on.



Child reads the number he would land on.

DOMINO GAMES

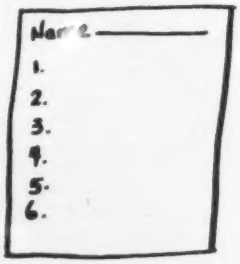
Some domino games can be played using regular domino pieces but adapting the rules to teach specific mathematical skills. Sets of domino-like playing pieces can be constructed for topics that cannot be covered by regular dominos. Play these games by regular domino rules.



TAPE RECORDER ACTIVITIES

Make tapes for students to use as they practice a variety of skills. The tape can give the verbal directions the teacher would give. Worksheets can be developed to go with tapes.

"Write down the words you hear..."



APPENDIX H

List of Statewide Assessment Publications and Materials

Following are publications and audio visual materials which have been produced by the Student Assessment Section. They are in the districts and additional copies can be made available as long as the supply lasts.*

Development of the Statewide Assessment Program - A chronology from 1971 (Updated annually)

Capsule Report, 1975-76

Capsule Report, 1976-77

Capsule Report, 1977-78

School Predicted Scores, 1975-76

Third and Fifth Grade Predicted Scores, 1976-77

Third and Fifth Grade Predicted Scores, 1977-78

Guide to Predicted Graphs - 1976-77

Guide to Predicted Graphs - 1977-78

An Analysis of the Results of the Florida Educational Assessment using the NAEP Model, Reading and Mathematics 1974-75

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*Student Assessment Section
Department of Education
580 Knott Building
Tallahassee, Florida 32301
904/488-8198

A Summary of Reading Results: NAEP, 1974-75

A Summary of Mathematics Results: NAEP, 1974-75

"Everyone's Concern" - A brochure, Summary of NAEP, 1974-75

State and District Report of Results, 1978-79

Florida Statewide Assessment of Trainable Mentally Retarded , Technical Report 1975-76

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